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ABSTRACT

A series of social studies units and activities for achieving sex equity and fostering a nontraditional career orientation among elementary students is provided. Directions for using the guide and a list of objectives for the primary and intermediate grades precedes two substantive sections. Section 1 contains three units for grades K through 3 on sex role evaluation, career aspirations, and sex fairness. Section 2 contains the following units for grades 4 through 6: growing up female and male in America, exclusion, and sex fairness in vocational education. In addition to suggesting the specific grade at which each activity should be taught, each unit lists a formal behavioral objective, 2 instructional activities, resources to accompany the activities, and 3 assessment tasks. Supplemental information includes a glossary, list of supplementary resources, summary of the regulation for Title IX, the District of Columbia school superintendent's directives for sex equity in vocational education, copy of the superintendent's bulletin, and two newspaper articles describing the Washington, D.C. Sex Equity Fair. (LP)

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ACHIEVING SEX EQUITY THROUGH SOCIAL STUDIES GRADES K - 6

in the District of Columbia Public Schools

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A Competency Based Curriculum Guide

Developed by

The Office of Sex Equity in Vocational Education

The District of Columbia Public School system does not discriminate on the basis of race, national origin, age, religion, marital status, sex or handicap.

COMPETENCY BASED CURRICULUM

SOCIAL STUDIES
SEX EQUITY, GRADES K – 6

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

Floretta Dukes McKenzie
Superintendent

1984

Dr. James T. Guines

Associate Superintendent

Office of Instruction

Dr. Dorothy C. Stephens

Director

Instructional Services Center

SEX EQUITY
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A C K N O W L E D G E M E N T S

CURRICULUM WRITING COMMITTEE

SEX EQUITY

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PREFACE

Based on the latest national statistics, there is a gross variance in the percentage of females and males currently enrolled in non-traditional classes. Title IX, a Federal Regulation enacted within the Educational Amendments of 1972 under the Civil Rights Act, prohibits schools from discriminating against students on the basis of sex. Females and males are guaranteed equal treatment under law in:

Admissions to most schools

Entrance to courses (including Physical Education and Vocational Education)

Student Rules and Regulations

Student Services and Benefits

Financial Aid

Policies Relating to Marital and Parental Status

Counseling and Guidance

Athletics and Competitive Sports

Employment

However, ensuring Title IX compliance by identifying and correcting policies, procedures and practices which discriminate against students or employees on the basis of sex is only the first step in the achievement of sex equity in vocational education. If long existing sex-stereotyped patterns are to be changed to meet present and future needs of individuals and society, it is necessary that active efforts be undertaken to encourage students and employees

of both sexes to re-evaluate sex stereotypes and to take advantage of the equal opportunities required under law.

Another Law, Title II, was enacted to overcome sex stereotypes in vocational education.

Title II complements the basic non-discrimination requirements of Title IX. One of the major priorities of Title II of the Education Amendments, which deals with vocational education programs, is the overcoming of sex bias, sex stereotyping and sex discrimination in vocational education. There are five (5) major administrative requirements for state vocational education on programs which are related to the overcoming of sex discrimination and sex stereotyping. They include:

(1) Designating full-time personnel to eliminate sex bias and discrimination in vocational education programs

(2) Representing women's concerns on the state and local advisory councils for vocational education

(3) Inclusion in state five-year plans for vocational education of policies to eradicate sex discrimination

(4) Review of annual program plans for compliance with state policies regarding eradication of sex discrimination

(5) Evaluation of vocational education programs for service to women.

The District of Columbia Public Schools, in compliance with the Title II Regulation, Public Law 94-482, has established the Office of Sex Equity in Vocational Education. This office has the responsibility of ensuring equitable vocational opportunities for all students. Moreover, although the District of Columbia is firmly committed to ensuring compliance of the law, its primary goals are (1) to increase vocational options for all students and (2) to ensure vocational choices based on a student's interest and ability rather than on the traditional societal stereotyped role models.

The overall goal of the project is to increase enrollment in non-traditional career classes for females and males and to enforce the District of Columbia Public Schools' policy of open access to career programs.

HOW TO USE THIS GUIDE

The instructional triads presented in this section have been divided into two (2) parts:

I. Instructional triads for grades kindergarten through three:
   A. Sex Role Evaluation
   B. Career Aspirations
   C. Sex Fairness

II. Instructional triads for grades four through six:
   A. Growing Up Female and Male in America
   B. Exclusion
   C. Sex Fairness in Vocational Education through Title IX and Title II (Public Law 94-482)

Each instructional triad has a formal behavioral objective which is to be restated informally in terms that students will understand, two (2) instructional activities and three (3) assessment tasks.

Each triad suggests the grade level at which the skill should be introduced and should receive emphasis.

Prior to teaching the triads on Sex Fairness, however, a review should be made of another social studies lesson which has been previously taught dealing with the explanation of the purpose and importance of laws.

OBJECTIVES

SRE-1:
Given a list of words, some of which are emotions, students will identify those which are usually expressed by females, males or both.

SRE-2:
Given a story, students will describe the feelings they experience when called upon to perform the traditionally female jcb of taking care of a baby.

SRE-3:
After exploring emotions through various sources, students will identify those which influence traditional female and male sex roles.

SRE-4:
Students will identify whether an object held up by the teacher would be used by females, males or both.

CA-5:
Given necessary props, students will role-play in order to evaluate the extent to which their notions of sex-role appropriate behavior:

- -- impede their abilities to play together, problem-solve together;
- -- limit or inhibit individual experimentation with a full variety of activities.

CA-6:
The students will create a skit that illustrates expanded roles.

CA-7:
The students will pretend as if grown up and assume many career roles.

SP-8:
Students will demonstrate how career role options have changed by illustrating scenes from the story of Captain Jane.

SP-9:
Students will learn some nautical skills which are non-traditional for their sex.

SP-10:
Given a series of pictures depicting males and females in various roles, students will distinguish those which are sex biased from those which are sex fair.

GRADES 4 - 6

OBJECTIVES

GUP:1:
Using the "Fable of He and She", students will demonstrate how sex role stereotyping handicaps people in life situations.

GUP-2:
Given a series of pictures showing females and males in various roles, students will show how interchangeable sex roles are today.

GUP-3:
The students will compile a document depicting sex-role behaviorial patterns of the class which will give them a definition of what it means to be female and male.

GUP-4:
After reading novels, students will describe the function of feminine and masculine roles in different cultural groups in America.

EXC-5:
Students will demonstrate how females and males can share individual skills in order to realize a common goal by dramatizing "The Story of X."

EXC-6:
Students will create a story which illustrates inclusion.

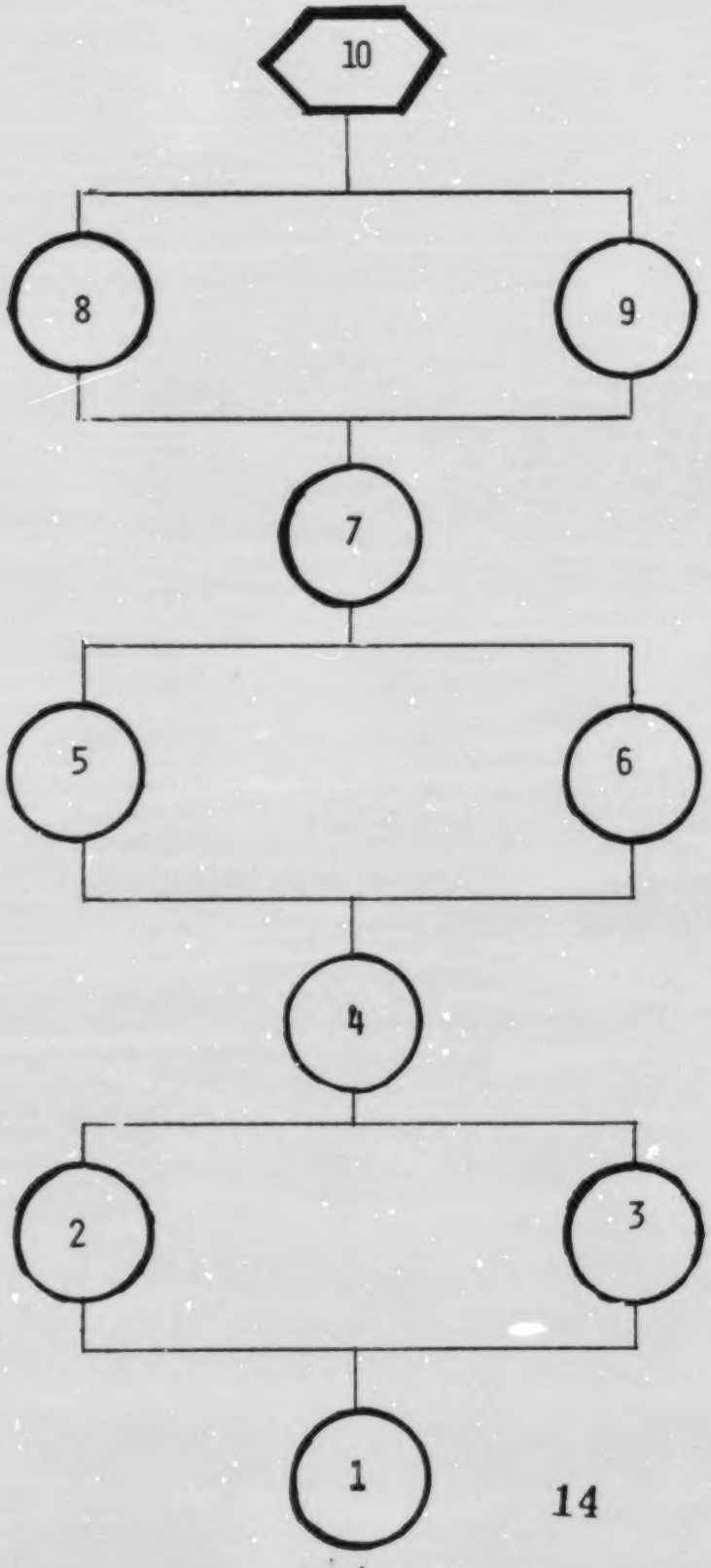
EXC-7:
Students will construct a crankie to illustrate a non-exclusionary story they have created.

SP-8:
Given a group situation where several students contribute to a discussion, the students will demonstrate their ability to adapt to an occupation regardless of sex.

SP-9:
Given an action game to play, the students will demonstrate listening skills and recite how inclusion and exclusion affect them in their daily lives.

SP-10:
Given the necessary instructions, students will demonstrate by pantomime the various occupations to show the fallacy in traditional sex roles.

MASTER LEARNING HIERARCHY



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PART I:

GRADES K - 3

SUBJECT:

SEX EQUITY

PART OF COURSE:

Sex-Role Evaluation

OBJECTIVE:

SRE:1:
Given a list of words, some of which are emotions, the student will identify those that are expressed by males, females, or both.

INSTRUCTIONAL ACTIVITIES	RESOURCES
I. To the teacher: Elicit from students their concepts of what emotions are. Write list on blackboard. Ask the students to describe these feelings.	
II. Share with the class the book, Feelings Inside You and Out Loud Too. "The book describes ten emotions with large pictures."	Book: Feelings Inside You and Out Loud Too
II. Play the song, "It's All Right To Cry" by Rosy Grier. First, make sure everyone knows who he is. Discuss: Why might someone feel like crying? Do you think it's fair for some people to allow girls to cry if they are unhappy, but force boys to hold back their tears? Do you mind when people see you laughing? Do you mind when people see you crying? Why? What's the difference?	Record: "It's All Right to Cry" by Rosy Grier from the Album "Free to Be" The Film: "Free To Be You and Me" can be used after the third instructional activity as a follow-up.

SUBJECT:

SEX EQUITY

PART OF COURSE:

Sex-Role Evaluation

OBJECTIVE:

SRE-1

ASSESSMENT TASKS

NOTE to the teacher:

Give directions orally. Distribute sheets of lineless paper to students.

1. Draw a picture of yourself crying. Explain why you are crying.

2. Express orally how you would feel if "you were putting your favorite stuffed animal to bed at night."

3. Act out a feeling through a role: e.g., "Be as angry as a tiger who was just caught."

SUBJECT:

SEX EQUITY

PART OF COURSE:

Sex-Role Evaluation

OBJECTIVE:

SRE-2:
Given a story, students will describe the feelings they experience when called upon to perform the traditional female job of taking care of a baby.

INSTRUCTIONAL ACTIVITIES	RESOURCES
I.	
Teacher: "Have you ever had a baby in your home? Take a moment and think about your family or one you know of and tell me what different members do when their baby suddenly begins to cry."	
II.	
Read the story, Go and Hush the Baby, to your students.	Book: Go and Hush the Baby by Betsy Byars
III.	
A. What are the different things Will did to entertain the baby? (list on board)	Baby doll (or real baby) for role-playing activity.
B. In most families, who usually goes to quiet the baby? Why do you think that person usually does it?	William's Doll
C. In our story, why do you suppose the baby began to cry?	
D. How do you think Will's mother felt when the baby began to cry? Why do you think she felt that way?	
E. Why do you think Will's mother asked him to quiet the baby?	
F. How do you think Will felt taking care of a baby? Why do you think he felt that way?	

SUBJECT:

SEX EQUITY

PART OF COURSE:

Sex-Role Evaluation

OBJECTIVE:

SRE-2

ASSESSMENT TASKS

I.

1. Pretend that the doll is a live baby. When you are handed the baby, entertain the baby by doing something that you think a baby would really enjoy. (Adapt accordingly if a real baby is available.)

2. How did you feel when you were called on to quiet the baby? Why do you think you felt that way?

3. At home do you think that girls can help take care of a baby? Why is it important for them to help (or not help)?

4. At home do you think that boys can help take care of a baby? Why is it important for them to help (or not help)?

II.

List ways in which Will showed in the story that males can be loving and caring.

III.

Make a list of things you would use to take care of a baby.

IV.

Discuss experiences in the home in terms of who the caretaker is and why.

SUBJECT:

SEX EQUITY

PART OF COURSE:

Sex-Role Evaluation

OBJECTIVE:

SRR-3:
After exploring emotions through various sources, students will describe those that influence traditional female and male sex roles.

INSTRUCTIONAL ACTIVITIES	RESOURCES
I. Collect from magazines pictures of people expressing a full range of emotions. It is important to include pictures of males showing sadness and tenderness and females showing anger. In small groups teacher holds up a picture and asks students what emotion this shows. Teacher then asks them to close their eyes and remember a time they felt that way. Students open their eyes and share with the class what they remember. Ask the student to relate the emotion to male or female roles. (Example: crying - female) II. NOTE to teacher: Give directions orally and help students select books from the list. Students will: Select a book from one of the titles listed, read the book outside class and give an oral report. Titles 1. Free to Be, You and Me. Dudley Peppins "Dudley, treated unfairly and near tears, is encouraged by his male teacher to cry." 2. Ten Good Things About Barney. "Father and son deal with death of a cat." 3. Wings of the Morning. "Girl finds dead bird." 4. Amigo. "Francisco nurtures a prairie dog."	Pictures from magazines

SUBJECT:

SEX EQUITY

PART OF COURSE:

Sex-Role Evaluation

OBJECTIVE:

SRE-3

INSTRUCTIONAL ACTIVITIES	RESOURCES
5. Bubbles. "A boy is proud when he learns to read."	
6. Evan's Corner. "Evan fixes up his corner of the apartment and then offers to help his younger brother."	
7. Martin's Father. "Adult male as a warm parent."	
8. Black is Brown is Tan. "An interracial family. Both parents hug, snuggle and take care of children."	
9. I Get Mad. "Shows a number of situations which make young children mad."	
10. Abby. "Abby blows up at older brother when he lets her know he doesn't like girls."	
11. Don't You Remember. "Dand double dand," yells Tate who believes no one in her family remembers anything."	
12. Lisa and The Grompet. "Unkempt girl gets mad when her mother wants to keep her clean."	
13. Noisy Nora. "Mouse Nora has temper tantrums when no one has time for her."	
14. Good Says Jerome.	
NOTE: For additional titles, see the Supplementary Resource List.	

SUBJECT:

SEX EQUITY

PART OF COURSE:

Sex-Role Evaluation

OBJECTIVE:

SRE-3

ASSESSMENT TASKS

Students will:

1. Do creative writing on one of the following topics:

   -- How do you feel when you are alone?

   -- Are there times you find yourself in violent situations? What do you do?

   -- How do you show your parents you love them?

   -- Is it possible to love someone you are fighting with?

2. Draw pictures from a box and write a story about the people in the pictures. What has happened to make the person feel that way?

3. Talk to the person in the picture, relating the emotions to female or male roles, record the conversation.

SUBJECT:

SEX EQUITY

PART OF COURSE:

Sex-Role Evaluation

OBJECTIVE:

SRE-4:
Students identify whether an object held up by the teacher would be used by females, males, or both.

INSTRUCTIONAL ACTIVITIES	RESOURCES
I. Introduce the activity as a game. Give each student a card with female and male on it. Have the students circle what they are: female or male. FEMALE MALE II. Number each object to the right and place them all in a bag. Pull various objects out of the bag at random. Ask: "Who uses this, a male or a female or both? There is no right or wrong answer." III. Have the students divide a sheet of paper into three columns. On the left side write MALE. In the middle write FEMALE and on the right side BOTH. As the teacher holds the object up, mark "X" after the number after male, female or both. (See attached sheet.)	3 x 5 cards 1. pot 2. painter hat and brush 3. stethoscope 4. goggles 5. eggbeater 6. jumprope 7. captain's hat 8. hammer 9. dishwashing cloth 10. motor oil 11. tax guide book 12. thread 13. toy racing car 14. typewriter 15. model making kit 16. slide rule 17. magnifying glass 18. pendant 19. toy bulldozer 20. baseball mitt

WHO USES THIS?

	MALE	FEMALE	BOTH
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			

SUBJECT:

SEX EQUITY

PART OF COURSE:

Sex-Role Evaluation

OBJECTIVE:

SRE-4

ASSESSMENT TASKS

---

1. Successful completion of Activity #2.

2. On a sheet of construction paper divided into two columns (female and male), paste in the appropriate column pictures of CAREER ROLES you cut from the worksheet.

3. Take an object from the table, tell which sex would use it and explain why.

SEX EQUITY

CAREER ASPIRATIONS

NOTE to Teacher:

This lesson is intended as a pre-test prior to teaching sex role patterns and behavior to K-3 students. Therefore, the assessment tasks for this first lesson are directed to the teacher.

Most classes can be divided into four (4) groups, about six (6) students per group.

When the students are trying on clothes, the first part of the checklist is used. Proceed in observing the roles assumed, the activities the students engage in. The boy-girl dynamics you will be able to remember and can check later if you do not have time during your observation. Also, note any comments you have or conversations heard.

SUBJECT:

SEX EQUITY

PART OF COURSE:

Career Aspirations

OBJECTIVE:

CA-5:
Given necessary props, students will role-play in order to evaluate the extent to which their notions of sex-role appropriate behavior:
-- impede their abilities to play together, problem-solve together;
-- limit or inhibit individual experimentation with a full variety of activities.

INSTRUCTIONAL ACTIVITIES	RESOURCES
I. Use this role-play to pretest students' attitudes about appropriate sex-role behavior. A. Form a group of approximately six (6) students. B. Find a good play area, in another room, if necessary. You might use the playground, but this may be too noisy. C. Tell children they are stranded on an uninhabited island. Their ship was wrecked and they must work together to survive. D. Introduce a box or suitcase filled with old clothes which they may put on if they wish. E. Let students try on clothes. Note who tries on what. You might find the attached checklist helpful. F. As students begin to move around, observe the roles they have chosen and their interactions. G. Introduce a bag full of equipment. Say, "It looks like a storm is coming. You should find food and make shelter." Allow play to go on freely. Note interactions, role-playing, conversation that relates to the purpose as stated above. Use attached checklist to help. I. After 10-20 minutes, students put things back.	magnifying glass yardstick stuffed toy dog material, sewing things compass tools--small saw (tape over blade), hammer, flashlight cooking things--toy pots and pans, utensils canteen, rope, stethoscope, net pants--a variety of sizes, ripped dresses--ripped, different styles hats--frilly hats, sailor and army hats, a plastic top hat, a captain's hat. The captain's hat is most important. Tourist places like Fisherman's Wharf usually sells them. tops--blouses, ripped, T-shirts, a vest toy pistol baby doll NOTE Most of them can be obtained at Goodwill-type stores. You may also ask parents for clothes. Shipwreck Evaluation Checklist Roleplay Evaluation

SUBJECT:

SEX EQUITY

PART OF COURSE:

Career Aspirations

OBJECTIVE:

CA-5

INSTRUCTIONAL ACTIVITIES	RESOURCES
II. Most classes can be divided into four (4) groups, about six (6) students per group. When students are trying on clothes, the first part of the checklist is used. Proceed to observing the roles assumed, the activities students engage in. The boy-girl dynamics you will be able to remember and can check later if you do not have time during your observation. Also, note any comments you have or conversations heard. The teacher will use the attached Shipwreck Evaluation Checklists to record her/his observations.	Shipwreck Evaluation Checklist

EVALUATIONS

The following are observations from teachers who have used these lessons.

The teachers noticed little constructive interaction between the boys and the girls. Usually the group would split into a boys' and a girls' group. A lot of energy went into hostile activity between them. An example was the group in which the major activity developed when the boys made a boys' boat and the girls made a girls' boat: they crashed or, the group in which the boys played alligator, scaring the girls. The boys then tied the screaming girls to a coconut tree with the rope.

In our observations we failed to see any group take stock of and employ the special skills of its individuals as a strategy for survival.

We understand that our expectation that children explore new roles in play situations as culturally loaded as a shipwreck (T.V. series Gilligan's Island was currently shown in the afternoon) was ambitious. Yet this dress-up experience gave us a documentary on children's attitudes about sex-roles which was validated daily in free play. It also served to sharpen our understanding of what our task was in challenging rigid definitions of boy/girl behavior and what were priorities as we developed future activities designed to examine female and male roles.

SPECIAL NOTE:

Observe sex segregated play.

SHIPWRECK EVALUATION CHECKLIST

Number of Times Used (Coded M or F)

ASSESSMENT TASKS #1	KGN.	Gr. I	Gr. II	Gr. III	Talley	M	F
CLOTHES IN SUITCASE							
1. pants							
2. tops:							
a. blouse							
b. T-shirt							
3. dresses							
4. hats:							
a. captain							
b. crew							
c. feminine							
5. accessories:							
a. scarf							
b. jewelry							
c. pocketbook							
6. doll							
EQUIPMENT							
1. suitcase							
2. cooking utensils							
3. tools							
4. rope							
5. canteen							
ROLES PLAYED							
1. captain							
2. mother							
3. father							
4. cook							
5. builder							
6. hunter							
7. victim							
8. scary person							

Number of Times Used (Coded M or F)

ASSESSMENT TASKS #2	KGN.	Gr. 1	Gr. II	Gr. III	Talley	M	F
ACTIVITIES							
1. making shelter							
2. cleaning shelter							
3. cooking food							
4. serving food							
5. getting food							
6. making raft/ship							
7. exploring							
8. fighting							
9. showing off							

ASSESSMENT TASK #3

	Gr. KGN.	# of times	Gr. I	# of Times	Gr. 2	# of Times	Gr. III	# of Times	TALLY
Group Dynamics 1. Boys and girls playing together									
2. Boys playing with each other									
3. Girls playing with each other									
4. Children being excluded from groups on basis of sex									

Further Remarks

Group I	Group II	Group III	Group IV

SUBJECT:

SEX EQUITY

PART OF COURSE:

Career Aspirations

OBJECTIVE:

CA-6:
The student will create a skit that illustrates expanded role options.

INSTRUCTIONAL ACTIVITIES	RESOURCES
I. Have the class create skits that illustrate expanded role options. Divide the class into mixed girl-boy groups of 4-5 students per group. Give each group a bag full of props and tell them to develop a skit. Their skits must have a clear beginning, middle and end. They must use all the articles in their bags. The bags contain props for skits about being pirates. II. After 10-15 minutes, the teacher should join each group, helping to finalize the students' ideas by writing the sequence of action on the board. Point out the beginning, middle and end of each skit. Then, let groups proceed on their own again, rehearsing and working out the action for their skits. III. Let each group perform first before the teacher, then before the class. It is fun if each group uses the same props for their skits. IV. Read to the class stories about pirates from books which include women pirates.	A shoebox full of junk jewelry, cardboard knives, sailor hats, a captain's hat, scarves, rope, toy gun, raggedy clothes. The group can make costumes out of scraps. Ladybird Publications, Pirates (See attachment)

SUBJECT:

SEX EQUITY

PART OF COURSE:

Career Aspirations

OBJECTIVE:

CA-6

ASSESSMENT TASKS

I.
NOTE to teacher:
Give directions for all three assessment tasks orally.

1. Write a story about owning a ship or being on the sea. You are to be the person in command. Add to the A. A. Milne poem which begins:

"If I had a ship,
I'd sail my ship,
I'd sail my ship,
Through the deep blue seas."

Example #1:

"I'd catch big whales and eat them for lunch
I'd sail my ship to Hawaii.
And if my ship got broke,
I'd buy another."

Example #2:

"I wish the ship was me.
I'd go through the waves
And they would go through me."

II.
Creative writing and drawing

1. Pretend you are a terrible pirate captain. Write or draw what you look like. Then write about your adventures.

Example #1: "I would have a pointed nose. I would have wiggly toes. When I was scared, I would wiggle my toes. My hair would stick up."

Example #2: "I'm Captain Hook and I died because in a shipwreck someone killed me. I look like a soldier because I would always wear clothes with one sword, two pistols, one holster and one belt and nothing else."

SUBJECT:

SEX EQUITY

PART OF COURSE:

Career Aspirations

OBJECTIVE:

CA-6

ASSESSMENT TASKS

III.

1. Draw a series of pictures of the teacher as a terrible pirate captain. Develop a plot. Pictures may be drawn on wide adding machine tape. When one end is attached to something (dowel, popsicle stick, pencil), children may unroll it as though they were showing a film.

SUBJECT:

SEX EQUITY

PART OF COURSE:

Career Aspirations

OBJECTIVE:

CA-7:
The students will pretend as if grown up and assume many career roles.

INSTRUCTIONAL ACTIVITIES	RESOURCES
I. Read to the class the book I AM. It shows a boy and girl working in a variety of ten non-traditional sex role jobs. The illustrations are cute, the text funny. For example, the girl is shown pounding nails into a roof, "I am a builder of beautiful houses." The boy, putting blue paint on the house, "Blue is beautiful."	I AM. by Sonia O. Lisker.
II. Have the children draw themselves doing a variety of things. The student should label each drawing, "I am a _____."	Construction paper, and pencils
III. Have the student complete the attached sheet. Their pretend "twin" is to be a member of the opposite sex, i.e., to a boy--pretend you have a twin sister. Then write, "Your sister is a _____." The student will draw in the space above what he or she is. It is best if everyone does more than one sheet to see themselves in a variety of roles.	Handout "I AM A _____"
IV. Pretend you are a reporter on the street and ask students individually a series of questions. Ask the students to pretend they are working, then ask them a series of questions about their jobs. 1. What do you do? 2. What is the most fun part of your job? 3. What do you like to do when you are not working? 4. If you are a girl/boy, what would you be? Tape their responses.	Tape recorder/video tape recorder

SUBJECT:

SEX EQUITY

PART OF COURSE:

Career Aspirations

OBJECTIVE:

CA-7

ASSESSMENT TASKS

I.
The student is to complete the sentences by writing in the blank or stating orally a career usually performed by the opposite sex.

II.
Pretend you are working in a particular career. Have the students guess what you are doing. Pick an occupation from the list, or use one of your own choice.

1. Architect
2. Bus driver
3. Carpenter
4. Drafter
5. Electrician
6. Farmer
7. Pilot
8. Musician
9. Teacher
10. Nurse

III.
Cut out ten careers from a worksheet with pictures of careers and paste them on a blank sheet of paper. Then write the name of the career under each cut out.

NOTE:

A box with names of the careers may be used in place of the writing. The student may pick out the names and paste them under the cut out.

W O R K S H E E T

I am a

I am a _____ because I love to _____.

I decided to become a _____ when I was _____ years old.

The first thing I do when I get to work is _____.

The last thing I do at work is _____.

I have a twin _____.

My twin is a _____.

What are you?

(P. S., my name is _____.)

SUBJECT:

SEX EQUITY

PART OF COURSE:

Sex Fairness in Vocational Education
through Title IX and Title II (Public Law 94-482)

OBJECTIVE:

SF-8:
Students will demonstrate how career role options have changed by illustrating scenes from the story of Captain Jane.

INSTRUCTIONAL ACTIVITIES	RESOURCES
I. Teacher reads Hurray for Captain Jane! (Sam Reavin) at least two (2) times. The story is quite simple and is easy to translate into play action.	Hurray for Captain Jane! by Sam Reavin
II. Children are divided into groups no larger than six (6). The teacher works with one group at a time or uses adult aides so that all groups can meet at the same time.	Prop suggestions: spy glass (toilet paper roll) Jumprope (hose)
III. To develop skit: a. Group retells story to adult leader. Leader writes these ideas on big sheet of paper. Leader should simplify story ideas and work with children to condense story into scenes which are easy to act out. b. Assign roles. Let someone be the announcer. The announcer introduces the characters and acts as "director." Other parts could be Captain Jane, Simon, First Class seawoman, crew people. The crew works on the machinery, spots the iceberg, brings up the hose. c. Children act out scenes without talking. Present this as a game. Then children make up their own words. They might practice one day and perform the next.	Black jelly beans (for Jane to give to her crew) Captain's hat NOTE: The captain can pass out black jelly beans to her crew and later to her audience. Drawing paper Construction paper Magic markers Crayons Pencils Newspaper Book: Linda and the Indians by C. W. Anderson
NOTE to Teacher: Before attempting to teach this strand, please see "How To Use This Guide."	

The Captain's Hat

K-3

SUBJECT:

SEX EQUITY

PART OF COURSE:

Sex Fairness

OBJECTIVE:

SF-8

ASSESSMENT TASKS

NOTE to Teacher:

Give directions for all three (3) assessments orally.

1. Illustrate Captain Jane by drawing large pictures outlining the figures in different colors. Show specific scenes and number the ones which depict males or females in non-traditional roles.

2. Make crew hats out of newspaper. The captain could make a more elaborate hat. Let each student wear the captain's hat. Discuss their feelings about their role expectation.

3. Look at the pictures, "The Captain's Hat." Identify the numbers of the characters which show females or males performing non-traditional jobs.

SUBJECT:

SEX EQUITY

PART OF COURSE:

Sex Fairness in Vocational Education
through Title IX and Title II (Public Law 94-482)

OBJECTIVE:

SF-9
Students will learn some nautical skills which are non-traditional for their sex.

INSTRUCTIONAL ACTIVITIES	RESOURCES
I. For the Girls A. Whittling 1. <u>With Wood</u>: Working with older children, teach a small group how to whittle. (I once worked in a K-3 school where the teacher whittled frequently during the day. Eventually the children wanted to learn. He taught children as young as 5 years old.) Children should learn how to use a knife following these rules: Close blade with palm of hand. Whittle away from you. Don't carry open knife in your hand. Sharpen blade because a sharp knife won't slip as easily. Make a letter opener: For the wood use a branch 1/2 - 1" in circumference and 6-8" long. The branch itself can serve as the handle for the letter opener. With a knife, whittle off the upper end, fashioning a thin blade. Sand to bring out the grain. Shellack or varnish. 2. <u>With Soap</u>: Younger children could carve from soap using butter knives. Children like to make faces out of their soap. Tell children about the art of scrimshaw. You could play sea chanty records as they work.	Wood Knife Sandpaper Shellack or Varnish Soap Records (optional) Construction paper or bag Saw Doweling Glue Wooden spoon Fabric Thread Needle Flour Salt Baking powder Cream of tartar Sugar Milk Shortening Sifter Mixing bowl Cookie sheet

SUBJECT:

SEX EQUITY

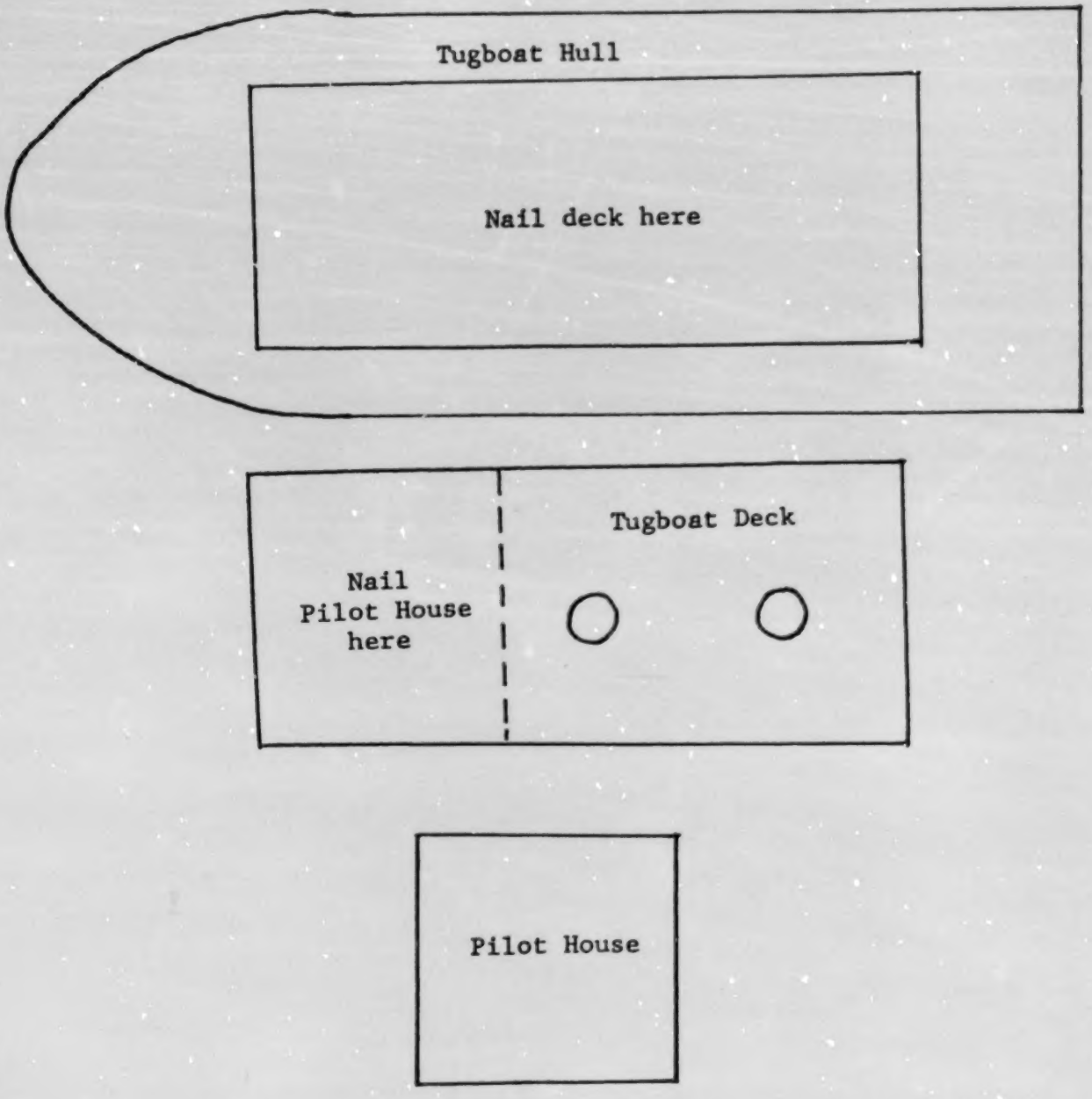
PART OF COURSE:

Sex Fairness

OBJECTIVE:

SF-9

INSTRUCTIONAL ACTIVITIES	RESOURCES
B. Carpentry: <u>Easy Tugboat Instructions</u> 1. Trace the patterns for the tugboat hull, deck and pilot house. 2. Draw around the pattern onto 3/4 inch lumber. 3. Cut patterns out with coping saw or power saw. 4. Drill two 1/4 inch holes in deck, as shown on pattern. 5. Nail pilot house to front of deck. 6. Cut a 4 inch piece of 1/4 inch doweling and glue in hole nearest pilot house. Glue a 4-1/2 inch piece of doweling in other hole. Get a wooden spool to use for a smoke stack. Glue spool smoke stack over shorter dowel. 7. Nail deck to hull. II. For the Boys A. <u>Neck Scarves</u>: From a bolt of colorful cloth, children cut a square using a pattern. A folded newspaper makes a square and could be used as a pattern to be pinned on the cloth. Children turn sides under either by hand or machine to sew the hem.	



WOODEN TUGBOAT PATTERN

SUBJECT:

SEX EQUITY

PART OF COURSE:

Sex Fairness in Vocational Education
through Title IX and Title II (Public Law 94-482)

OBJECTIVE:

SF-9

ASSESSMENT TASKS

Completion of the activities.

SUBJECT:

SEX EQUITY

PART OF COURSE:

Sex Fairness in Vocational Education
through Title IX and Title II (Public Law 94-482)

OBJECTIVE:

SF-10
Given a series of pictures depicting males and females in various roles, students will distinguish those which are sex biased from those which are sex fair.

INSTRUCTIONAL ACTIVITIES	RESOURCES
I. Allow a few minutes for students to think about their own family structure. Discuss the role and responsibilities of each family member. Be sure students include themselves. Show how roles can be exchanged. II. Show a picture of a family with traditional role assignments. Discuss with the students the role of individual members. Also point out possible sex bias. III. Show another picture of a family in which no role is automatically assigned. Discuss with students the role of each member. Also use this opportunity to briefly discuss the implications of Title IX and Title II. Guideline #3: There should be an equal distribution of sexes in both traditional and non-traditional jobs as well as in family and social roles. IV. Give students a picture depicting females and males in various career roles. Elicit those which are non-traditional for their sex. Guideline #4: Work within the family should not be narrowly assumed to be either masculine or feminine. People are able to do a variety of tasks and are knowledgeable about a variety of subjects. Avoid the exclusive portrayal of the two-parent nuclear family, with father as wage earner and mother at home.	Guidelines for Sex Fair Vocational Education Materials Office of Education, U. S. Department of HEW Try It, You'll Like It -- M. Matthews & S. McCune Office of Education, U. S. Department of HEW

SUBJECT:

SEX EQUITY

PART OF COURSE:

OBJECTIVE:

SF-10

ASSESSMENT TASKS

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1. Display two pictures. Students should choose the one which conforms to Title IX. Explain choice.

Sex Biased

This scene is all male except for the secretary, "all female"! Women are rarely presented in leadership roles.

Sex Fair

This illustration of a Union meeting shows both sexes participating equally.

2. From the picture below, students are to give at least one implication of Title IX.

SUBJECT:

SEX EQUITY

PART OF COURSE:

OBJECTIVE:

SF-10

ASSESSMENT TASKS

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3. Students are to find and cut out of magazine at least five persons in non-traditional career roles. Label and paste on poster.

   Example: Female firefighters; male secretary; female doctor; male nurse; female mechanic; male flight attendant.

PART II:

GRADES 4 - 6

SUBJECT:

SEX EQUITY

PART OF COURSE:

Growing Up Female and Male in America

OBJECTIVE:

GUF-1
Using the "Fable of He and She", students will demonstrate how sex role stereotyping handicaps people in life situations.

INSTRUCTIONAL ACTIVITIES	RESOURCES
I. Give the students a summary of the story based on the film. Summary: On an island live two kinds of creatures, the "hardybars", who hunt and build, and the "mushamels", who cook and take care of the children. When the island is split into two parts by a storm, everyone has to learn to do everything. When the hardybars and mushamels are reunited, they share their newly acquired skills in a spirit of cooperation. II. Show the film, "The Fable of He and She." Ask students to look for ways: 1. To show how sex role stereotyping occurs. 2. To show how sex role stereotyping handicaps people in like situations. 3. To show females and males sharing skills and working together. III. Discuss statements 1, 2 and 3 after viewing the film.	Film: "The Fable of He and She" available from: D. C. Public Schools Educational Media Center To the Teacher: See the following pages for the film adaptation of "The Fable of He and She" by Lyn Reese

SUBJECT:

SEX EQUITY

PART OF COURSE:

Growing Up Female and Male in America

OBJECTIVE:

GUF-1

ASSESSMENT TASKS

The students will:

I. Divide a sheet of paper into two (2) columns. Label one column "Before Storm" and label the other "After Storm." List jobs done by the mushamels and hardybars before and after the storm.

II. Creative Dramatics

1. Divide the class into four (4) groups of about six (6) students each.

2. Ask each group to practice and act out the following scenes:

   a. Before the Storm -- showing divided roles of mushamels and hardybars;

   b. First Celebration -- showing respective contests for mushamels (cooking, beauty) and hardybars (building and hunting) and crowning of king and queen;

   c. After the Storm -- showing each group learning new skills;

   d. Second Celebration -- sharing of skills, crowning of She-Mel and He-Bar.

III. In a paragraph, describe how the mushamels and the hardybars felt about their skills after the storm.

The Fable of He and She — *film adaptation by Lyn Reese*

A long time ago, on an island called Baramel there lived wonderful birds and beasts. Among them were the savage chuck-a-chuck, the fierce mushmoo and the wild melachuck. On the island there were two kinds of people, hardybars and mushamels. There were old and young hardybars and mushamels and they lived together in families. The hardybars did all the building and hunting.

"Mushamels are too timid to face the fierce melachucks," they said.

"Right," said the mushamels.

"They are too soft to escape the fangs of the awful chuck-a-chuck. We are strong, we will hunt," declared the hardybars. "Mushamels don't know how to build houses. So we will build all the houses that need to be built."

"Oh, yes," said the mushamels.

Only one hardybar, called He-bar, wanted to do things differently.

"Can't we do some cooking? Can't we make houses pretty? Put some paint on them?"

"He-bar, hardybars do not paint. That is not a hardybar thing to do," cried all the others. So he didn't.

The mushamels were best at cooking and watching babies.

"Mushamels make things sweet and nice. That's what all mushamels like to do best," they said.

Only one mushamel, She-mel disagreed.

"Oh, not me, I'd rather be fighting chuck-a-chucks instead of standing over a stove in a hot kitchen all day."

The other mushamels groaned, "She's so peculiar. So odd." So She-mel didn't do what she wanted.

Each year in Baramel there was a great holiday called Om-pah Day. The hardybars went to one end of the island to celebrate, the mushamels to the other. Each held all sorts of contests. The hardybars had contests in sawing wood, pole climbing, and mushmoo catching. The fastest and bravest hardybar was named hardybar of the year. The mushamels held contests too. Their contests were in gardening, cooking, dancing and beauty. The winner, with cheers and tears, became mushamel of the year.

Suddenly, in the midst of the festivities, disaster struck! The skies darkened, the wind blew, lightening struck. Then, with a shudder and a shake — earthquake! And the island split in two!

When the storm was over, much to their surprise, the hardybars found themselves separated from the mushamels by a huge body of water. And there was no way to reach each other across that cold and swift ocean.

"What are we going to do. We need houses," the mushamels loudly cried.

"I can't hunt chuck-a-chuck," said one.

"I can't build shelters," said another.

"We'll freeze," they all said.

Then She-mel took charge.

"Hold it everyone and stop crying! I, for one, do not plan to freeze — or starve. Come on."

Finding clay, She-mel constructed a sturdy hut. In front she planted some flowers.

"Oh, yea for She-mel," everybody cheered.

"And now, we're going hunting."

"Now She-mel, you're going too far," said an older mushamel. "Only hardybars can face the fierce mushmoo."

"Don't worry, I have a plan."

She-mel had everyone sneak up to the nearest mushmoo and surround it.

"Now, everybody sing as loud and high as you can," she commanded.

All did as they were told and the noise was so piercing that the mushmoo roared and stamped and fell over dead.

"Hey, we did it!" cheered the mushamels.

Meanwhile, the hardybars had problems of their own.

"If those children don't stop crying I'll lose my mind," moaned one. "Be quiet, be quiet! Oh, I hate little children."

That made He-bar speak up. "Wait, that doesn't work very well. I have an idea."

And he made some clever swing which held the children firmly and kept them happy. The children were happy, the adults were delighted.

"Hooray for He-bar," everybody cheered.

"Okay, hardybars, dinnertime," one hungry person called.

"Oh, dear, hardybars can't cook," was the reply.

"I believe I could whip up a little something," said He-bar. Get me some pom-pom berries, a kettle and dig a hole."

He-bar's first meal was chuck-a-chuck and pom-pom berry stew in peanut butter sauce. But little by little all the hardybars learned and their cooking improved.

Time passed. Hardybars and mushamels lived separately on each side of the great gap. Then one day — REVERSEQUAKE! A great force pushed the island together again. With much kissing, the two groups were united.

"Now that we're together again, everything will return to normal," said one hardybar.

"Oh no, things are going to be different. We've learned to do some new things. Watch!"

And the mushamels showed them how they built their houses.

"Wow. Interesting construction technique," commented the hardybars. "Let's show the mushamels what we can do!"

Soon the hardybars announced, "Fried chuck-a-chuck pie with pom-pom pudding topped with creamy mushmoo whip."

"Mmm," sighed the mushamels.

From then on things were different in the land of Baramel. Both hardybars and mushamels built homes, hunted, cooked, planted gardens and tended children. And they both shared with each other new ways to do their work.

That year, on Om-pah Day, everyone was grateful to He-bar and She-mel for helping them change their ways.

"The prize of hardybar of the year goes to He-bar and the prize of mushamel of the year goes to She-mel."

"Yea, yea." Everybody was happy with the choices.

The people wanted the names of He-bar and She-mel to be remembered. So from then on they called all hardybars "he" and all mushamels "she". And so they still are called in Baramel — and in a few other places.

SUBJECT:

SEX EQUITY

PART OF COURSE:

Growing Up Female and Male in America

OBJECTIVE:

GUF-2
Given a series of pictures showing females and males in various roles, students will show how interchangeable sex roles are today.

INSTRUCTIONAL ACTIVITIES	RESOURCES
I. INTRODUCTORY DISCUSSION Take a brief poll of the class: How many girls in this class want to grow up to be a boxer, a pilot, a plumber, an engineer? How many boys want to grow up to be a nurse, a housekeeper, a secretary, a flight attendant? Take each profession, one at a time, seeing if you get any hands, then go on to the next profession. Why is it so few boys are interested in any of the occupations in the second grouping, and so few girls interested in the occupations in the first grouping? "The professions asked of the girls are the kinds of things men usually do; those asked of the boys are the things women usually do." Today we are going to look into this question of what men do and what women do. II. PROCEDURES A. Divide class into small groups, each group having basic equipment. B. In the middle of a room place a box. Label one side of the box for each of the following purposes: 1. Things only women do 2. Things only men do 3. Things both do	Scissors Paste Magazines (Students can bring from home. Make sure of a variety--Life, Ebony, etc. Also, make sure pictures of a non-traditional nature are represented.) Cardboard boxes 6th Graders: e.g., scrapbook a bulletin board display

SUBJECT:

SEX EQUITY

PART OF COURSE:

Growing Up Female and Male in America

OBJECTIVE:

GUF-2

INSTRUCTIONAL ACTIVITIES	RESOURCES
Have students cut pictures from magazines and paste onto the designated sides of the box.	
C. If students can think of something for which there is no picture, they can draw a picture, cut it out, paste it on the box.	

SUBJECT:

SEX EQUITY

PART OF COURSE:

Growing Up Female and Male in America

OBJECTIVE:

GUF-2

ASSESSMENT TASKS

I.
Compile a list based on the students' knowledge of things only women do, etc., discussing suggestions as they are made to see if there is agreement.

II.
Discuss the following controversies:

A. Reproduction. Although women give birth, men supply sperm.

B. Child care. Men show maternal instincts when put in the position of having sole responsibility for their children.

C. Tough jobs demanding strength. Discuss different kinds of strength, i.e., lumberjacks and pioneer women.

Conclusion: What can we conclude are things only women do? only men do? Aim: To show how interchangeable sex roles are today. That's the reality. It may be important to acknowledge that many people desire to keep the traditional sex role patterns.

Is this what it means to be female and male? Let's look at ourselves to see if we can observe ourselves doing the same kinds of things we saw in the magazines. (See Lesson 2.)

III.
Make poster of the things students in the class said they want to do when they grow up.

SUBJECT:

SEX EQUITY

PART OF COURSE:

Growing Up Female

OBJECTIVE:

GUF-3
The students will compile a document depicting sex-role behavior patterns of the class which will give them a definition of what it means to be female and male.

INSTRUCTIONAL ACTIVITIES	RESOURCES
I. For a period of several days, designate two (2) people to be the observers for a reasonable period of time each day. Choose different twosomes each day so that the observational opportunity is shared. The job of the observers is to sit in a particular seat to the side of the room, and observe classroom behavior without participating. The observers should note: 1. What kinds of things girls do 2. What kinds of things boys do Observations must be written and should be brief. Classroom observations might be, for example, John, Mary and Paul threw paper wads when the teacher was not watching, or only boys raised their hands to be captains during kickball, etc. Observation teams should be set up for physical education, lunch and recess. All notes should be turned in to the teacher at the end of the observation assignment, signed and dated with a description of the activity observed. II. Discuss as a class the conclusions of the observers. Are there differences between females and males? What are those differences? Can we agree on what kinds of things girls <u>generally</u> do -- at home and at school; and <u>what kinds</u> of things boys <u>generally</u> do? Ask questions of the generalizations being made, e.g., Why don't girls have as much physical activity as boys? Why is their play quieter and less physical? How does this affect how boys and girls do in school?	

SUBJECT:

SEX EQUITY

PART OF COURSE:

Growing Up Female

OBJECTIVE:

GUF:3

INSTRUCTIONAL ACTIVITIES	RESOURCES
III. Do students feel the patterns they have observed and decided upon are typical? Or is this an unorthodox class?	

SUBJECT:

SEX EQUITY

PART OF COURSE:

Growing Up Female

OBJECTIVE:

GUF-3

ASSESSMENT TASKS

Students will:

I.

Observe behavior patterns of the family members and compile a list, e.g., household jobs; who gets what and why? Television watching; who does more or less? Who gets into trouble and why?

II.

Explain in writing how females and males learn to behave in the ways observed and labeled as feminine and masculine?

Is this behavior innate, e.g., is there anything in sex role behavior that we are born to do? Is it learned? If so, when does it begin? How is it taught?

III.

Answer the following questions:

A. These general behavior patterns which we have labeled "feminine" and "masculine" are called "sex roles." What is the role? Use example of a person who plays a variety of roles, e.g., a father who is also a psychiatrist, husband, antique car freak. Or a TV personality who can be seen cast in a variety of roles. Do their parents play different roles? Can they see a "sex role" as one of the many roles a person plays?

B. What is a "sissy"? a "tomboy"?

SUBJECT:

SEX EQUITY

PART OF COURSE:

Growing Up Female and Male in America

OBJECTIVE:

GUP-4
After reading novels, students will describe the function of feminine and masculine roles in different cultural groups in America.

INSTRUCTIONAL ACTIVITIES	RESOURCES
I. Each student selects a book to read and works in a group with the other students who have selected the same book. As they read they are to keep in mind: In this book, what kinds of things do females do, males do, and why? The books selected could be drawn from the following areas: 1. Indian tribes, 17th-19th Centuries 2. White farm/pioneer life, 19th Century (Sample: Caddie Woodlawn) 3. Immigrant urban life, 19th Century 4. Asian immigrant life, 19th-20th Centuries (Journey to Topaz) 5. African family life (31 Brothers and Sisters) 6. Black family life (Sounder) 7. Chicano family life (Fifth Chinese Daughter) 8. Poor white family life 9. White suburbia, 20th Century 10. Teenage culture today II. Study questions should be developed for each book (see samples). Time must be allotted for the groups to meet, discuss their books and the study questions, and to put together a report to be presented in class. The purpose of the reporting is to share with the class the information each book gives about: 1. The culture and historical period involved 2. The male and female sex role behavior described	Note to the Teacher: See the Supplementary Resource List. Study questions for the novels may be found on pages 55-63.

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SUBJECT:

SEX EQUITY

PART OF COURSE:

Growing Up Female and Male in America

OBJECTIVE:

GUF-4

INSTRUCTIONAL ACTIVITIES	RESOURCES
3. How the sex role behavior is influenced by the historical situation 4. Information on what is considered "typical" or "atypical" sex role behavior This information can be presented in traditional report form, or via skits, cartoons, etc. The reports must be brief and to the point. Observers should have a simple chart which they fill in with the information each reporter gives them regarding the above questions. (See sample enclosed.) All charts must be completed.	

SUBJECT:

SEX EQUITY

PART OF COURSE:

Growing Up Female and Male in America

OBJECTIVE:

GUF-4

ASSESSMENT TASKS

To the Teacher:

Tack a long sheet of paper on a bulletin board. List on it the name of each book read and under it put "male" and "female". (See sample below).

I.

The students will:

1. Fill in the sex roles played by the males and females in each book, based on the information on their charts.

"Sounder"		"Plum Creek"		"Journey to Topaz"	
MALE	FEMALE	MALE	FEMALE	MALE	FEMALE

2. Read the information on the woman's role across the chart. What role behaviors are most common? What are the exceptions?

3. Read the information on the man's role across the chart. What role behaviors are most common? What are the exceptions?

II.

Discuss what conclusions, if any, can be drawn about what is typical among all these cultural groups for female sex role behavior? For male sex role behavior? What is atypical behavior for both females and males?

SUBJECT:

SEX EQUITY

PART OF COURSE:

Growing Up Female and Male in America

OBJECTIVE:

GUF-4

ASSESSMENT TASKS

III.

Write a story about a person, living or imaginary, who:

1. is a representation of typical female sex role behavior or typical male sex role behavior but is an exaggeration of that stereotype. (Examples: Mike Fink, Mississippi boatman; Priest in Superfly; Movie actor: Archie Bunker.)

or

2. lives a life where she or he crosses over the barriers of typical sex role behavior and is shown living on the other side.

Study Questions for Yoshiko Uchida
Journey to Topaz

A. Let's work on the historical setting in which this story takes place:

Question	Answer
1. At what time (approximately) does it take place?	1.
2. In what part of the United States?	2.
3. Were the Sakanes American citizens? Explain.	3.
4. Where did they come from and why did they come to the United States?	4.
5. Were there quite a few people who came to the United States as they did?	5.
6. Why, according to the author, were the people of Japanese ancestry forced to leave their homes and jobs and move into "relocation" camps until the war was over?	6.
7. Is there any reason why people of Italian ancestry were not treated in the same way since the United States was at war with Italy as well?	7.

B. The research theme is: What kinds of things did females do, what kinds of things did males do and why.

1. See if you can make a list under the following columns. You may have to go back and look at the book in order to get as much information as you can.

Things Only Females Did (Mother Sakene)	Things Only Males Did (Father Ken)	Things They Did Together

2. Can you make a general statement based on the above list that sums up what their "roles" were?

Uchida

3. It is pretty clear that the women in this book did certain kinds of work, and the men did other kinds of work most of the time. Why do you think they worked things out this way rather than, let's say, decide that Mother Sakane would be the breadwinner while Father Sakane would stay home and do the cooking, cleaning and sewing?

4. Even under extreme conditions (such as camp life) where the routines of normal life were upset, Mother Sakane basically kept the feminine role. Can you give several illustrations that show this?

5. When Father Sakane was arrested, he gave Ken his role of leadership in the family. Why do you think he didn't give that role to the Mother?

C. Conclusion

1. Many Americans of Japanese ancestry come from families similar to the Sakanes. How different are the roles played here by the mother and father from the roles played today by your mother and father? Let's look at your family for comparison. Make a chart like the one in B-1, only describe what goes on in your family under the following headings:

My Family

Things Only Females Do (My mother, sisters, I)	Things Only Males Do (My father, brother, I)	Things Done Together

2. Would you say the things your mother does as a woman are quite similar to Mother Sakane? or different? and what about your father as compared to Father Sakane?

Study Questions for Carol Brink's Caddie Woodlawn

A. Let's work on the historical setting in which this story takes place:

Question	Answer
1. At what time does it take place?	1.
2. At this time the North and South were at war. What events are described in this book that let us know how the war affected frontier families like the Woodlawns?	2.
3. In what part of the United States does the story take place?	3.
4. The author describes Western Wisconsin as being on the "outskirts of civilization." Can you give several examples to illustrate this was so?	4.
5. Why did this family choose to live on the edge of civilization rather than in a city?	5.
6. The author gives us a special insight into the wars between the white settlers and the Indians. Can you describe what she says about this?	6.

B. The research theme is: What kinds of things did females do, what kinds of things did males do and why?

1. See if you can make a list under the following columns. You may have to go back and look at the book in order to get as much information as you can.

Things Only Females Did: Mother, Clara, Annabelle	Miss Parker	Caddie

Things Only Males Do

Things They Did Together

2. Can you make a general statement based on the above list, that sums up what were the "roles" of the men and of the women?

3. Why was Caddie an exception to the rule on how little girls should be reared?

4. The author makes it clear that if one had to choose between the childhood of Caddie and her brothers, and the childhood of Clara and Annabelle, it wouldn't be a difficult choice at all -- Caddie's life was much more fun and exciting. Why do her Mother and Father agree that after she gains her strength Caddie must begin to learn "to be a lady"? Do you agree with their decision?

5. Can you describe what Caddie's life might be like were she not trained to "be a lady," and left to grow up like her brothers?

6. Caddie's father was the one who insisted she be allowed to run in the woods with her brothers. He was also very important in convincing her that she should, after gaining back her good health, begin to think about being a lady. How does he explain this to her in a way that convinces her and changes her life? What does he describe as being a woman's responsibilities? What does he feel are a man's responsibilities?

7. Caddie is an unusual girl. She is quite a contrast to Clara. But she does do some things that are usually described as typically female even though she is a tomboy. Can you name a few?

C. Conclusion

1. Many of today's Americans came from pioneer farm roots such as the family in this book. In many families today, mothers and fathers play basically the same roles we have read about here. Let's look at your family for comparison. Make a chart like the one in B-1, only describe what goes on in your family under the following headings:

(See next page)

My Family

Things Only Females Do (My mother, sisters, I)	Things Only Males Do (My father, brothers, I)	Things Done Together

2. Would you say the things your mother does as a woman are quite similar to Mother Woodlawn? or different? and what about your father as compared to Father Woodlawn?

Study Questions for Sounder

by William Armstrong

A. Let's work on the historical setting in which this story takes place:

Question	Answer
1. When did the story take place?	1.
2. Where does it take place?	2.
3. We are told that the boy's father was a sharecropper. Explain what that means.	3.
4. Why were they so very poor?	4.
5. Sharecropping was a system of labor that replaced slavery in the South. Does it seem any better than slavery to you? Explain.	5.
6. Do you know of any other groups of people in America at this time who were very poor, like the sharecroppers? Can you explain the reason for their poverty?	6.
7. Can you explain why it was that the owner of the estate in Sounder is white and all the sharecroppers, living in cabins on the estate, are black? Why the sheriff and his deputies are white? Could they have been black at that time and place?	7.

B. The research theme is: What kinds of things did the females in this book do, what kinds of things did the males do and why?

1. See if you can make a list under the following columns. You may have to go back and look at the book in order to get as much information as you can.

Things Only Females Did:
(The mother)

Things Only Males Did:
(father, boy, white men)

Things Females & Males Did Together:

Sounder

*Write answers on back of page

2. Can you make a general statement based on the above list, and the story, that sums up what were the "roles" of the men and of the women?

3. From what you know of the South at that time, could a woman have been the sheriff, the jailer, the deputies? Were women ever plantation owners?

4. In spite of their tragic life, the father and mother in this story are described as having a very great strength. Can you describe this strength as it shows in each of them?

5. While the mother and father had the strength to deal with their poverty, other things in their lives forced them into being totally helpless and weak. What are those things that kept them weak?

6. The author of this story never gives any of the people in the story a name. The boy is called "the boy." We don't kow the name of the father or mother. Only the dog has a name. Why do they remain nameless, do you think?

7. Children need things and people around them as they grow up to reinforce who they are. Male children get messages from their parents and the society that tell them what kinds of behavior are male, and they are expected to behave that way. The same is true for females. Which people in this book show the boy, through example and expectations, how to act in a way that is male? And what do they ask him to do? (One way to figure this out is to look at the things the boy did and ask yourself if a girl child would have been asked to do them.)

C. Conclusion

Many of today's Americans have a history that goes back to sharecropping. And in many families today, mothers and fathers play basically the same roles, have the same responsibilities, as we read about in Sounder. Do your mother and father define their responsibilities in a similar way to the mother and father in the book? See if you can compare by making out the following chart describing what goes on in your family?

My Family

Things Only Females Do: (My mother, sisters, grandmother, I.....)	Things Only Males Do: (My father, brothers, grandfather, I.....)
Things Done Together:	

Study Questions for 31 Brothers and Sisters

by Reba Mirsky

A. First, let's work on the setting in which this story takes place.

Questions	Answers
1. In what part of Africa does the story take place?	1.
2. Around what tribe does the story focus?	2.
3. The way this family is defined is quite different from the way a family is defined in the U. S. Can you describe some of the differences?	3.
4. The way the tribe operates, for example, on the elephant hunt, is quite different from the way we are used to. Can you describe some of the practices that are different?	4.
5. What was the main difference between the Zulus and the Pygmies?	5.

B. Remember the research theme: What kinds of things did females do, what kinds of things did males do, and why?

1. See if you can make lists under the following columns. Refer to your book for specific answers.

Things Only Females Did: (mother) — Nomusa and her sister

Things Only Males Did: (father) — Brothers

Things Females and Males Did Together:

(Write answers on back of page)

2. Can you make a general statement, based on the above list, that summarizes the "roles" of the men and of the women?

3. Nomusa is considered a very unusual girl because she knows how to do all the things that boys are supposed to know how to do. Can you describe what kinds of things a girl is supposed to do? (Use Sisewe, her sister, as an example.) Now, describe the kinds of things that Nomusa does that are considered "boy's territory."

4. Nomusa's brother, Mdingi, is criticized by his father for not caring enough about doing the things boys are supposed to do. In his father's estimation, where does Mdingi fail? What kinds of things would he rather do?

5. In this story, Nomusa is rewarded for what she does, even though she is acting like a boy. Mdingi is not rewarded. See if you can guess what will happen to Nomusa and Mdingi as they grow older. Do you think they will continue to rebel against what they are supposed to do, or do you think they will conform. Explain.

6. A very important part of being a woman in this story is serving food to your husband and waiting on him while he eats. If he belches, you know he has enjoyed the food. What do you think is the purpose of this custom of the woman serving the man?

C. Conclusion

1. Many of today's Americans come from Africa. Many Americans have roots in the African culture. Let's compare the way your family divides responsibilities and roles with the way it was done in this book. Make a chart like the one in B.1., only describe, under the following headings, what goes on in your family:

My Family

Things Only Females Do (My mother, grandmother, sister, I)	Things Only Males Do (My father, brother, grandfather, uncle, I)	Things Done Together

2. Would you say the things your mother does as a woman are quite similar to Nomusa's mother or different? And what about your father as compared to Nomusa's father?

Study Questions
for
Fifth Chinese Daughter

by Jade Snow Wong

A. Let's work on the historical setting in which this story takes place:

Questions	Answers
1. Where did Jade Snow grow up?	1.
2. Why is the setting so important to the story?	2.
3. When does the story take place?	3.
4. Two major historical events of this time were the Depression and World War II. How did those two events affect Jade Snow's life?	4.
5. China was considered our friend in World War II and Japan our enemy. How did the War affect the Chinese in this country differently from the Chinese?	5.

B. The research theme is: What kinds of things did females do; what kinds of things did males do and why.

1. While reading Fifth Chinese Daughter, keep account of the differences which Jade Snow noticed between the "Chinese Way" and the "American Way" of life especially those which caused her difficulties and conflict; for example, customs, family life, behavior, education, work, holidays.

Examples of:

The "Chinese Way of Life"	The "American Way of Life"

2. What were some of the important differences between the way females and males were treated in the Chinese family and society. Notice and keep account of differences in what males and females did, what they were expected to be and do, what they were allowed to do. Write a general description that answers these questions in the following columns:

Females	Males

C. Conclusion

1. Many Americans of Chinese ancestry came from families similar to the one in Fifth Chinese Daughter. How different are the roles played here by the mother and father from the roles played today by your mother and father? Let's look at your family for comparison. Make a chart that describes what goes on in your family under the following headings:

My Family

Things Only Females Do: (My mother, sisters, grandmothers, I)	Things Only Males Do: (My father, brothers, grandfathers, I)

Things Done Together:

2. a. Why did Jade Snow fight so hard to be independent and to live her life the way she wanted?

   b. Was she right to fight her parents? Explain.

   c. Was it worth the struggle and pain? Explain.

3. Do you think that an American girl growing up today faces any problems similar to those Jade Snow had many years ago? Explain.

NAME OF BOOK:	CULTURAL GROUP:	Are the people in this book Poor/Medium/Wealthy:	WHEN:	WHERE:

FEMALE ROLES: Check the things the mother did.		MALE ROLES: Check the things the father did.	
Wife	Head of Household	Husband	Head of Household
Mother	Property Owner	Father	Property Owner
Housekeeper	"Breadwinner"	Housekeeper	"Breadwinner"

NAME OF BOOK:	CULTURAL GROUP:	Are the people in this book Poor/Medium/Wealthy:	WHEN:	WHERE:

FEMALE ROLES: Check the things the mother did.		MALE ROLES: Check the things the father did.	
Wife	Head of Household	Husband	Head of Household
Mother	Property Owner	Father	Property Owner
Housekeeper	"Breadwinner"	Housekeeper	"Breadwinner"

NAME OF BOOK:	CULTURAL GROUP:	Are the people in this book Poor/Medium/Wealthy:	WHEN:	WHERE:

FEMALE ROLES: Check the things the mother did.		MALE ROLES: Check the things the father did.	
Wife	Head of Household	Husband	Head of Household
Mother	Property Owner	Father	Property Owner
Housekeeper	"Breadwinner"	Housekeeper	"Breadwinner"

SUBJECT:

SEX EQUITY

PART OF COURSE:

Exclusion

OBJECTIVE:

EXC-5

Students will demonstrate how females and males can share individual skills in order to realize a common goal by dramatizing "The Story of X."

INSTRUCTIONAL ACTIVITIES	RESOURCES
1. Divide the class into two (2) groups. Read to each group "The Story of X", Ms., December 1972. If there are two (2) adults in the class, this reading can be accomplished simultaneously. If not, the readings can take place at separate settings. NOTE: We suggest that Group A act out the first part of the story, (we made the break at the point where X enters school) and Group B act out the second part. Discuss the story with each group as it is being read.	"The Story of X", Ms., December 1972 3 x 5 Index Cards
Preparation of Script	
2. Have students in each group make a chart such as this:	

List of Characters	Scenes	Costumes and Props

3. Discuss and come to an agreement on the following: a. What jobs are necessary to get a play written and performed? Who is interested in those jobs? b. What characters do we need to perform our part of the play? Who is interested in those parts?	

SUBJECT:

SEX EQUITY

PART OF COURSE:

Exclusion

OBJECTIVE:

EXC-5

INSTRUCTIONAL ACTIVITIES	RESOURCES
c. What are the acts and scenes we want for our part of the play? d. What costumes and props do we need for each act? 4. Begin to assign tasks: a. Have the students who are responsible for costumes and props (there could be a separate props committee) write on cards each prop needed and whether it is to come from home or to be made. Begin assembly and construction of props and costumes. If props are to come from home, write the name of the person responsible on the card. Check off as props and costumes are brought in or are completed. b. Hold tryouts for parts and determine roles. We suggest roles be shared, e.g., that X is a different student in Act I, Act II, etc. It is of crucial importance that X is played by both a girl and a boy; the more students who have the opportunity to portray X the greater number of students receive the reinforcement this role carries. c. Assign several students to the job of writing the story into a drama. Lines to be memorized can be written out, or the general story line can be suggested for each scene leaving the lines to the actors to fashion as they wish.	

SUBJECT:

SEX EQUITY

PART OF COURSE:

Exclusion

OBJECTIVE:

EXC-5

INSTRUCTIONAL ACTIVITIES	RESOURCES
5. Go to work on rehearsals and prop creations. When the play is in good shape, perform for each other, another class, parents, etc. Included here is an act-scene breakdown for the "Story of X" that was used in one class. It is an example; there are many other approaches and possibilities.	

SUBJECT:

SEX EQUITY

PART OF COURSE:

Exclusion

OBJECTIVE:

EXC-5

ASSESSMENT TASKS

Successful dramatization of "The Story of X" represents mastery of the objective.

"The Story of X"
Part II

ACT ONE: X GOES TO SCHOOL

Scene I: Students quiz X after class.

Student: "Who's your favorite sports star, X?"
X: "Joe Namath and Billie Jean King."
Another Student: "What's your favorite TV program, X?"
X: "Lassie" (X explains why.)
Another Student: "What's your favorite toy, X?"
X: "A baby robot doll who throws rocks!"

Scene II: Students leaving class.

X: (to girls): "How about shooting some baskets in the gym?"
Girls giggle and turn away.
X: (to boys): "Would you like to go into the arts and crafts room and weave some baskets?"
Boys laugh and turn away.

Scene III: Narrator with Manual.

When Ms. and Mr. Jones asked X how school had gone that day, X replied, "school was a terrible place for an X." So they consulted the instruction manual under "Other Children" and found this:

> 'What did you Xpect? Other Children have to obey all the silly boy-girl rules because their parents taught them to. Lucky X -- you don't have to stick to the rules at all! All you have to do is be yourself. We're not saying it'll be easy.'

X cried a lot that night, partly because it felt afraid. So X's father held X tight, and X's mother read an Xciting story about a prince called Sleeping Handsome, who woke up when Princess Charming kissed him.
The next morning they all felt much better, and X went cheerfully back to school.

ACT TWO: SECOND DAY AT SCHOOL

Scene I: Spelling Bee -- X wins!

Scene II: Boy's relay race -- X wins!

Scene III: Seven layer cake baking contest -- X forgot to light the oven!

Lesson Seven - Cont.

Scene IV: Other children in huddle.

Child #1: "Winning or losing doesn't seem to ccunt to X. X seems to have fun being good at boys skills and girls skills."
Child #2: "Yeah. Maybe X is having twice as much fun as we are!"
Child #3: "I'm going to ask X to race me home."
Child #4: "I'm going to share my prize-winning cake with X!"

Scene V: Funny things happen.

Suzie: "I'm not going to wear pink dresses anymore. Overalls are much better for climbing."
Jim: Jim is seen jogging a doll carriage around the track, wearing his uniform, helmet and shoulder pads, singing "Rockabye Baby".
Joe: Lends Peggy his skate board, microscope, and half of his newspaper route.
Peggy: Lends Joe her needlepoint, cookbook, and two of her baby-sitting jobs. She also mows the lawn better than Joe now.
Joe & Peggy's Parents: Furious, they forbid Joe and Peggy to play with X. Joe and Peggy giggle behind their backs.

ACT THREE: PARENT MEETING

Scene I: Parents seated in a circle.

Joe and Peggy's Parents: "We are here tonight to discuss the problem of X. Who would like to speak about how they feel about the problem?"
Several Parents: Tell of the trouble X is causing. Bad influence on their children. Setting a bad example.
Parent #1: "I suggest we send a report to the school principal telling him of the trouble X is creating and demand that:
1. Ms. and Mr. Jones tell whether X is a boy or a girl.
2. Then X should be forced to act like a boy or girl X is, rather than the way X acts now.
3. If the Jones' refuse to do this, then the school psychiatrist must give X a thorough Xamination.
4. If this test proves X is a boy, then X must obey all the boy's rules. The same is true if X is a girl."

Joe and Peggy's Parents: "Let's take a vote to see how much support we have for this suggestion. All of those in favor?"
Everyone: "I!"
Joe and Peggy's Parents: "All of those against?"
Silence.
Joe and Peggy's Parents: "Such a report will be sent to the principal and it will include the demands. The meeting of the Parents' Association is adjourned."

SUBJECT:

SEX EQUITY

PART OF COURSE:

Exclusion

OBJECTIVE:

EXC-6
Students will create a story which illustrates inclusion.

INSTRUCTIONAL ACTIVITIES	RESOURCES
I. Divide class into small working groups.	Butcher paper Crayon or felt pen
II. Have students write topic ideas on slips of paper. Place topics in a bag and let each group select one.	Handout -- "Sample Topics and Products" Handout -- "Optional Non-Exclusionary Games"
III. Each group discusses the ways in which the people in their story topic are excluded by others. The assignment of each group is to revise and write their story so that inclusion is shown and advocated and to illustrate the new version of the story.	

SUBJECT:

SEX EQUITY

PART OF COURSE:

Exclusion

OBJECTIVE:

EXC-6

ASSESSMENT TASKS

I.
Discuss together how each group has decided to handle it's story topic. Put together on hall bulletin board for other students and teachers to see.

II.
Bring in samples of nonracist, nonsexist books for students to read. Tell how they are "different". Do they exclude? include? How? (Some suggestions: Joshua's Day, Jo, Flo, Yolanda, Ira Sleeps Over, Firegirl, Crow Boy. These are early readers. As such, they make it easier to skim for 4-6 graders.)

III.
Overcoming Exclusion Mural

NOTE: Bring to class three long sheets of butcher paper, and equipment for drawing -- either felt pens or crayons. The paper is to be transformed into three murals labeled: Dreaming, Discrimination and Exclusion, Overcoming.

A. Each student will make a drawing appropriate for the subject of each mural, labeling her/his characters with names so her/his story can be followed from mural to mural.

Mural One: Dreaming

Draw a person dreaming about what (s)he wants to be. Name your person.

Mural Two: Discrimination and Exclusion

Draw your character confronted with discrimination or exclusion as (s)he tries to do what (s)he wants to do.

Mural Three: Overcoming

Draw your character dealing with and overcoming the discrimination or exclusion in Mural Two.

SUBJECT: SEX EQUITY

PART OF COURSE: Exclusion

OBJECTIVE: EXC-6

ASSESSMENT TASKS

B. Set aside time at the end of the period for students to explain the story they have created and illustrated. Discuss their concluding sequences.

C. Put the murals up around the room so they can be seen. Encourage students to continue to work on them if they wish.

"SAMPLE TOPICS AND PRODUCTS"

Story Topic:

"You are in class. The teacher is showing a movie called 'You Can Be Anything You Want To Be'. It shows men as President, super football heroes, inventors, dashing courtroom lawyers, and wealthy doctors. It shows women as sexy Miss Americas, able secretaries, pretty nurses, and hard working teachers. You watch the film with a big lump growing in your stomach."

Instructions:

Make this story topic into a story that is nonsexist. Illustrate it. If you feel it is nonsexist as it is, make the topic into a story and illustrate it.

Product:

The students drew illustrations for another film showing men in atypical jobs: e.g., nurse, Mr. America, secretary; and women in jobs usually held by men: e.g., judge, race car driver, trucker, carpenter, President.

Story Topic:

"Your name is Larry. You watch some boys playing baseball. You ask if you can be on the team. Someone yells, 'You might get hurt and cry. Better go play with the girls.' Everyone laughs."

Instructions:

Same as above.

Product:

The students draw a picture of a boy knitting on the sidelines. The script reads as follows:

Knitter: "Can I play baseball?"
Players: "Look at the sissy knitting! No, you're a sissy! Tee Hee. Ha! Ha!"
Knitter: "I'll show you!" Pop! He hits a hard long ball.
Players: "Wow! Maybe he can play!!"
Knitter: "Thanks."

Story Topic:

"There is a fort on the school playground. A group of Asian students are sitting inside talking. Several white students came along and want to use the fort to discuss something they say is important. The Asian students claim they were there first. The white students start a fight."

Instructions:

Make this story topic into a story that is nonracist. Illustrate it. If you feel it is nonracist as it is, make the topic into a story and illustrate it.

Product:

This is the script the students wrote for this topic. "There is a fort on the school playground. A group of Asian students are sitting inside talking. Several white boys came along and wanted to use the fort for something they say is important. The Asian students claim they were there first. So they hit each other -- at the same time, starting a fight together. As it ends, both groups of boys end up dead! The End."

"OPTIONAL NON-EXCLUSIONARY GAMES"

Instructions to Teacher: Find games that portray exclusion but which can be revised by students so they advocate inclusion. An example is "Old Maid" which has been revised into a multicultural, nonsexist card game called "Robot". Students can make their own set of cards for class use rather than pay $2.00 for the game, doing a better job in the process!

1. Using a paper product with the stiffness of a manila folder, have students cut out rectangles the size of a playing card. Round edges.

2. Have each student draw up a list of jobs that (s)he would like to illustrate on a card. For each job, there are two cards: one illustrates a woman at that job; the other illustrates a man at the job.

   On scratch paper, practice making illustrations to fit the size of the playing card. This is hard because the card is small. ("Robot" has a woman and a man on <u>each</u> card. Since it is taxing to draw so finely with felt <u>pens</u>, we drew the women on one card, and the men on the other. This seems to work and doesn't violate the game rule which calls for matching duplicate cards.)

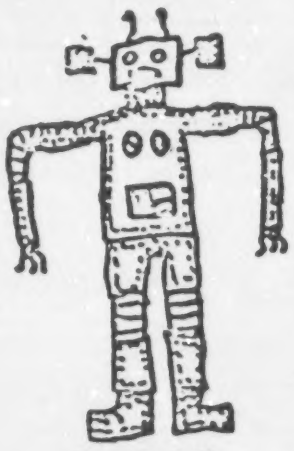
3. Students draw their illustrations on the playing cards. There should be a woman and man for each job, and the illustrations should be multicultural. There shcuild be <u>one</u> robot card in the deck.

4. Have a good printer make an instruction card to go with the pack. (See illustrated page for an example.)

5. Spray each card with liquid plastic. We used Krylon.

6. The "Robot" pack is now finished and ready for playing. Discuss the difference between "Robot" and "Old Maid".

ROBOT CARDS



ROBOT

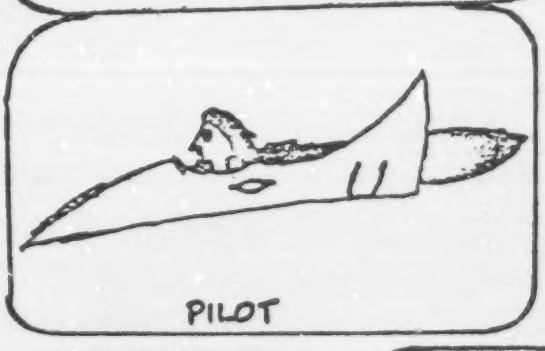
BASEBALL PLAYER

BASEBALL PLAYER

How To Play

First pick up your cards, holding them so others can't see. Discard all matching pairs in the center of the circle. The dealer goes first. The dealer draws a card from the one on the left. If it matches with a card in your hand you discard both cards in the center pile. If not, you keep it hoping to match it or get rid of it later. You each take turns drawing from the person next to you until all the matching cards have been discarded. The player left with the Robot card loses.

PILOT

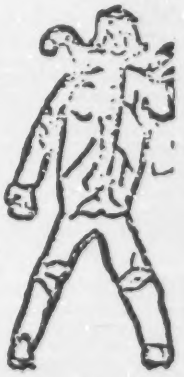


PILOT

WEIGHT LIFTER

ASTRONAUT

ASTRONA



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SUBJECT:

SEX EQUITY

PART OF COURSE:

Exclusion

OBJECTIVE:

EXC-7
Students will construct a crankie to illustrate a non-exclusionary story they have created.

INSTRUCTIONAL ACTIVITIES	RESOURCES
I. Demonstrate with a model how a crankie works. Explain that crankies are miniature theaters which "you can build and operate entirely by yourself." II. Instruct students to be thinking about the story they want to write and illustrate as they are building their crankies. The topic for the stories is: "A Day In My Life As A ..." The stories can be fantasies, adventures, science fiction, down-to-earth, whatever. III. To stir up interest, exchange ideas for possible first lines for stories: -- The flames were breaking out of the top story windows as I reached for the heavy duty hose. -- I dreamt I discovered a sunken treasure ship in my scuba diving suit. -- The judge pounded the gavel. I was ready!. -- I reached for the controls as the plane began to lose altitude. Another suggestion as a stimulus for story ideas: Have a table filled with props which suggest story possibilities, such as: a fire helmet, an extracted tooth (dentist), law book, motorcycle goggles, etc. IV. Distribute "crankie" instruction sheet.	

HOW TO MAKE A CRANKIE

1. Cut out a square from the bottom of your box. This will be the front or screen of your crankie. Measure the width of the adding machine tape; make your screen a little less wide.

2. Punch 4 holes for dowels: 2 on top of crankie; 2 on bottom.

3. Measure and saw two dowels for the length you need. Insert in holes.

4. Begin stories for crankie:

   a. Choose a prop that you want to use for writing a story.
   b. Topic: A Day In My Life As A ....
   c. When you get your story written, have it checked by teacher.
   d. Get some adding machine tape and draw illustrations to go with your story. Make sure the illustrations and story line are in segments on the tape (as in a film).

5. With masking tape, secure the beginning of your story to Dowel A, and the end to Dowel B. Wind adding machine tape around dowel.

6. If you like, decorate the crankie. You can make it look like a theatre. You're done!

SUBJECT:

SEX EQUITY

PART OF COURSE:

Exclusion

OBJECTIVE:

EXC 7

ASSESSMENT TASKS

Students will be given the opportunity to operate their crankies.

SUBJECT:

SEX EQUITY

PART OF COURSE:

Sex Fairness

OBJECTIVE:

SF-8:
Given a group situation where several students contribute to a discussion, the students will demonstrate their ability to adapt to an occupation regardless of sex.

INSTRUCTIONAL ACTIVITIES	RESOURCES
I. Procedures A. Write two (2) words on the board: exclude, include. Have students discuss what they mean. B. Talking just to the girls, ask if there are any things they remember wanting to do that they couldn't <u>because</u> of their being a girl. List on the board. Talking just to the boys, ask them the same question. II. Group Work A. Divide students into small groups. Give each group a topic. Each group is to create two skits (Skit #1 and Skit #2) around the topic they are assigned. Examples of topic and skit assignments follow. Allot at least ten minutes for the preparation of the skits. B. At the end of the preparation time, each group performs the two (2) parts to the assignment. Toward the end of Skit #1, the teacher calls out: "Stop and Freeze." The class counts to ten and then the group begins to act out Skit #2. <u>Topic Possibilities</u> 1. "Your name is Maria and you are an excellent pitcher. You try to get on your school team. It has all boy players."	

SUBJECT:

SEX EQUITY

PART OF COURSE:

Sex Fairness

OBJECTIVE:

SF-8

INSTRUCTIONAL ACTIVITIES	RESOURCES
Skit #1 Show how Maria is treated by the coach and the boys when she turns up for tryouts. What reasons do they use for exclusion? ..Stop and Freeze.. Skit #2 Show the coach and the players being convinced to change their minds, finally allowing Maria to join. Make it clear what things cause them to change. 2. "Your class is going on an all day picnic. The teacher appoints an organizing committee--all the members are girls." Skit #1 Show the boys complaining but the girls holding out for why they are fully capable of planning the picnic without the participation of the boys. ..Stop and Freeze.. Skit #2 Show the girls and the teacher being convinced by the boys that there are good reasons for including boys on the planning committee. Make it clear what reasons cause them to change. 3. You are a girl and have a very good name in school with students and teachers. You try to join the Traffic Patrol which has all boy members." (Follow same format as for Topic #1).	

SUBJECT: SEX EQUITY

PART OF COURSE: Sex Fairness

OBJECTIVE: SF-8

INSTRUCTIONAL ACTIVITIES	RESOURCES
4. "Your school is having a talent show. In order to be in the show, each student has to go to the after school tryouts. Since there are more skits than time allows for the show, not all the acts can be included." Skit #1 A small group of male students are the judges who decide which acts will be included and which must be excluded. Since the skits by other male students are more to the liking of the judges, they eliminate most of the acts performed by female students. What arguments do the judges use for their choices? ..Stop and Freeze.. Skit #2 A notice has been posted announcing which acts have made second try-outs. Female groups are now on the list. For what reasons have the judges changed their minds?	

SUBJECT:

SEX EQUITY

PART OF COURSE:

Sex Fairness

OBJECTIVE:

SF-8

ASSESSMENT TASKS

I.

After all groups have acted out their topic assignments, discuss the arguments used by each group to:

1. Justify the kind of exclusion described in topic assignment;

2. Bring about change, causing inclusion rather than exclusion.

II.

Can you think of anyone you would like to talk to with who has gone ahead and done what (s)he wanted to do even though (s)he had to struggle against being excluded? Think of close-to-home examples: students in your class excluded for being newcomers; students in your school, e.g., girls on traffic patrol or athletic teams, boys in office or cafeteria service, adults in the community.

III.

Make a list of the examples discussed above. Try to get some of these people to come to class as guests or go out and interview them.

SUBJECT:

SEX EQUITY

PART OF COURSE:

Sex Fairness

OBJECTIVE:

SF-9
Given an action game to play, the students will demonstrate listening skills and recite how inclusion and exclusion affect them in their daily lives.

INSTRUCTIONAL ACTIVITIES	RESOURCES
1. Arrange the desks against the wall creating a large open space in the center of the room. With masking tape, outline a circle on the floor in the middle of the open space. 2. Have students circulate around the room, keeping their eyes on the center board where a topic will be posted for discussion. 3. When a student wants to address the posted topic, (s)he moves into the designated circle and calls out "Freeze." At that point, all other circulating students must freeze and listen to what (s)he has to say. If a student wishes to respond, (s)he may enter the circle after the first student has finished speaking. a. Point out to the student that there are not necessarily any right and wrong answers to the posted topics and that these are hard topics. b. Encourage as many students as possible to take their turn at entering the circle and addressing the topics. c. Keep a fast pace on topic posting. Don't let it lag. TOPICS should include examples of boy-girl, boy-boy, racial, sibling exclusion, etc. Examples might be:	

SUBJECT:

SEX EQUITY

PART OF COURSE:

Sex Fairness

OBJECTIVE:

SF-9

INSTRUCTIONAL ACTIVITIES	RESOURCES
1. IMAGINE: Your name is Larry. You watch some boys playing baseball. You ask if you may be on the team. Someone yells: "You might get hurt and cry. You should go play with the girls." HOW WOULD YOU FEEL? WHAT WOULD YOU DO?	
2. IMAGINE: You are a girl. Your teacher asks you to act out a skit with another girl. The other girl refuses to do it with you. HOW WOULD YOU FEEL? WHAT WOULD YOU DO?	
3. IMAGINE: You are a different race from your friend. Your friend takes you home to dinner. The friend's family is quite different from yours. They eat different foods, and they look at you in a funny way. HOW WOULD YOU FEEL? WHAT WOULD YOU DO?	

SUBJECT: SEX EQUITY

PART OF COURSE: Sex Fairness

OBJECTIVE: SF-9

ASSESSMENT TASKS

Directions:

Listen to the following and briefly tell what you would do and how you would feel if it happened to you. (These situations may be put on tape or read by the teacher.)

1. IMAGINE:

   You are a girl kickball player. You don't have any girl friends who play. The boys won't let you play.

2. IMAGINE:

   You and your older brother usually go to the movies together. This time you are told you can't go because you are too young for the movie being shown. Your brother is going with a friend instead.

3. IMAGINE:

   There is a fort on the playground. A group of Asian students are sitting inside. Several white students come along. They want to use the fort. The Asian students claim they were there first. The white students threaten to fight unless they leave.

SUBJECT:

SEX EQUITY

PART OF COURSE:

Sex Fairness

OBJECTIVE:

SF-10
Given the necessary instructions, students will demonstrate by pantomime the various occupations to show the fallacy in traditional sex roles.

INSTRUCTIONAL ACTIVITIES	RESOURCES
I. There are no props; all acting out is done in pantomime; students in the audience wait sixty seconds after the acting begins before taking a guess. II. Select two (2) volunteers, a girl and a boy, for each skit. In their skits, the two (2) students act out the occupation written on a slip of paper which they pick at random from a hat. Give each pair time to prepare in the back of the room. This can be done while the previous skit is going on. III. Write the occupations on the slips of paper. Place the slips in the hat fully representative of jobs which have traditionally been the domain of women, and of men. For example: traditionally men's jobs would be: butcher, auto mechanic, trucker, pilot, vet, ranger, highway patrol: traditionally women's jobs would be: telephone operator, dress designer, nursery school teacher, nurse, parent, model, beautician, etc. The point of the game is to have both the boy and the girl acting out together whatever job it is they have drawn from the hat, be it traditionally male or female.	Show film: Other Women, Other Work Churchill Films (20 minutes)

SUBJECT: SEX EQUITY

PART OF COURSE: Sex Fairness

OBJECTIVE: SF-10

ASSESSMENT TASKS

I.

Take out a piece of paper. Write on it your name, what you think you might want to be when you grow up, or a job you would like to learn more about.

II.

Discussion

A. Maybe one of these jobs is something you dream about doing when you get older. Is it?

B. These jobs haven't always been available to everyone. From time to time, various groups of people have been prevented from doing certain jobs. Can you give an example?

   Can they think of any other reasons people have been excluded from jobs?

C. Fortunately, more and more jobs are being opened so that more people are getting a chance to do what they want to do. This is the result of a long struggle and we still have a long way to go. We have a film today that focuses on one group of people, women, who have been kept out of certain jobs because they are women. Keep in mind what those jobs are and listen for any comments these women make about any continuing difficulties or pressures they feel as a result of working at a job that hasn't been open to women for very long.

III.

This was a film about women working in jobs not available to them only a short time ago. What were some of those jobs? How common is it to see a woman trucker, pilot, etc.? Does anyone know one? Do you know any women who have "unusual" jobs? What comments were made about the pressures they feel as a result of working at jobs usually open only to men? Do you think they experience discrimination? Describe and give examples, e.g., a woman trucker walking into a truck stop cafe for a cup of coffee. How do you think she feels? How do men truckers feel? What do they say and do? (Role playing would be excellent here).

G L O S S A R Y

ANDROGYNY
The term used to express a combination of the most admired traits and characteristics that are attributed to males or females. For example, traditionally, males are viewed as independent and logical. Traditionally, women are viewed as nurturing and sensitive. An androgynous person could choose to be both indepenent and logical, nurturing and sensitive.

EQUALITY
The quality or state of being equal, usually used in reference to equal treatment without regard to sex.

EQUITY
A state beyond nondiscrimination which is characterized by fair and just treatment rather than equal treatment.

FEMININE
A list of characteristics which are considered only appropriate for or peculiar to women (e.g., affectionate, cheerful, childlike, compassionate, loyal, gullible, gentle, sensitive, sympathetic, tender, understanding, warm, yielding, etc.).

FEMINISM
The theory that there should be political, economic and social equality of the sexes.

FEMINIST
A person (male or female) who advocates or practices feminism.

MASCULINE
A list of characteristics which are considered appropriate for or peculiar to men (e.g., strong, aggressive, ambitious, analytical, assertive, athletic, competitive, self-reliant, dominant, forceful, independent, individualistic, decisive, etc.)

NON-SEXIST
A term describing policies, practices, behaviors and attitudes that reflect sex equality or sex equity.

NONTRADITIONAL PROGRAM AREA
An area once considered inappropriate for the opposite sex. For example, girls taking courses in trades and industry programs and boys enrolling in home economics programs.

NONTRADITIONAL WORKER
A person employed in an occupational area once considered appropriate for the opposite sex.

OCCUPATIONAL SEX ROLE STEREOTYPES
Those in which specific occupations are linked and believed to be appropriate to members of one or the other sex.

SEX AFFIRMATIVE PRACTICE/BEHAVIOR
An action which attempts to compensate for the effects of past discrimination. Encouraging students to ensure that during club elections both females and males are considered for leadership roles would represent sex affirmative behavior.

SEX BIASED PRACTICE/BEHAVIOR
An action which reflects a bias or stereotype but is not a violation of Title IX or other federal nondiscrimination laws. For example, rewarding girls for their neatness while ignoring boys' messiness.

SEX BIAS
A prejudiced attitude for or against a person based on gender. It is any factor which may influence individuals to limit their personal and career choices because of gender. It also occurs when others use gender as a means of limiting options for individuals.

SEX DISCRIMINATING PRACTICE/BEHAVIOR
An act that violates Title IX or other federal/state laws prohibiting discrimination on the basis of sex. Prohibiting young women from enrolling in auto mechanics solely because of their sex would be an example of a discriminatory act.

SEX ROLE SOCIALIZATION
The differential processes and experiences used to prepare males and females for the roles that society defines as being appropriate for their sex. Education is one of society's major socializing agents.

SEX ROLE STEREOTYPES
Assumptions that females or males because they share a common gender also share common abilities, interests, values and/or roles.

SEX SEGREGATION
The separation of students by sex which results from discriminatory policies, programs or practices.

SEXISM
Institutional policies and practices based upon the assumption that one sex is superior to another justifying differential treatment of the sexes.

SEXIST
A term describing policies, practices, behaviors and attitudes which relegate women to a secondary and inferior status in society.

* * *

Glossary prepared by Joy O. Young,
Institute for Vocational Equity.

Some definitions were provided by
Rural Alternatives Institute, South Dakota, 1980

SUPPLEMENTARY RESOURCES

TITLES	AUTHORS

BOYS AND GIRLS, GIRLS AND BOYS — Eve Merriam

A multi-ethnic group of children play together without limitations of sex roles.

CARLOTTA AND THE SCIENTIST — Patricia Lenthall

A female penguin leaves her husband to take care of the nest while she goes fishing. She meets a female scientist.

DID YOU EVER? — Paula Goldsmid

Suggestions of a range of things to be and do.

THE DRAGON AND THE DOCTOR — Barbara Danish

A female doctor and a male nurse cure a sick dragon.

FIREGIRL — Gibson Rich

A collection of stories and songs for children to question sex role expectations.

FRESH FISH ... AND CHIPS — Jan Andrews

A mother goes out to catch fish while father prepares the potatoes. Humorous.

GIRLS CAN BE ANYTHING — Norma Klein

Shows how girls can be doctors, fly planes and lead countries.

HURRAY FOR CAPTAIN JANE — Sam Reavin

A girl fantasizes that she is the captain of an ocean liner.

* * *

FILMS: "FREE TO BE YOU AND ME"

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SUMMARY OF THE REGULATION* FOR TITLE IX EDUCATION AMENDMENTS OF 1972

Title IX of the Education Amendments of 1972 says:
"No person . . . shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance. . . ."

With certain exceptions, the law bars sex discrimination in any academic, extracurricular, research, occupational training or other educational program (preschool to postgraduate) operated by an organization or agency which receives or benefits from federal aid. Exempted from the provisions of Title IX are:

- schools whose primary purpose is training for the U.S. military services or the merchant marine;
- practices in schools controlled by religious organizations whenever compliance with Title IX would be contrary to their religious beliefs;
- the membership policies of the Girl and Boy Scouts, the YMCA and the YWCA, Campfire Girls and other single-sex, tax-exempt "youth service" organizations whose members are chiefly under age 19;
- university-based social fraternities and sororities;
- activities relating to the American Legion's Boys State, Boys Nation, Girls State and Girls Nation conferences;
- father-son or mother-daughter activities, so long as opportunities for "reasonably comparable" activities are offered to students of both sexes;
- scholarships or other aid offered by colleges and universities to participants in single-sex pageants which reward the combination of personal appearance, poise and talent.

Basically, the regulation for Title IX falls into five categories: general matters related to discrimination on the basis of sex, admissions, treatment of students once they are admitted, employment and procedures.

The following summary was adapted by PEER from a summary prepared by the **Resource Center on Sex Roles in Education** of the National Foundation for the Improvement of Education.

GENERAL PROVISIONS — § 86.3 - 86.9

Each recipient of federal education aid must evaluate its current policies and practices to determine whether they comply with Title IX. Each recipient must then take whatever steps are necessary to end discrimination. Institutions must keep a description of these steps on file for three years, and they must have completed the evaluation and steps to overcome the effects of bias by July 21, 1976.

The regulation also requires that recipients adopt and publish grievance procedures to resolve student and employee complaints alleging discrimination prohibited by Title IX. (Victims of discrimination are not required to use these procedures — they may file a complaint directly with the U.S. Department of Health, Education and Welfare.).

Recipients (for example, a school district, state education agency, or university) must appoint at least one employee to coordinate its efforts to comply with Title IX.

The regulation requires recipients to notify students, parents, employees, applicants, unions and professional organizations that they do not discriminate on the basis of sex. Students and employees must be told how to contact the employee coordinating Title IX compliance efforts.

By Oct. 21, 1975, recipients were required to issue this notice in the local press, student and alumni newspapers, and by a letter sent directly to students and employees. After that, all announcements, bulletins, catalogs and applications must contain a notice.

ADMISSIONS — § 86.21 - 86.23

The regulation bars sex discrimination in admissions to certain kinds of institutions: those of vocational, professional, graduate, and public coeducational undergraduate institutions. Admissions to private undergraduate institutions are exempt, including admissions to private, undergraduate professional and vocational schools. HEW will look at the admissions practices of each "administratively separate unit" separately.

Specifically, the regulation bars limitations (i.e., quotas) on the number or proportion of persons of either sex who may be admitted, preference for one sex, ranking applicants separately by sex, and any other form of differential treatment by sex.

*45 CFR Part 86. The text appears in the *Federal Register*, June 4, 1975, page 24128. Copies are available from the Director, Office for Civil Rights, U.S. Department of Health, Education and Welfare, 330 Independence Ave., SW, Rm. 3239, Washington, D.C. 20201.

PEER, the Project on Equal Education Rights, is a project of the NOW Legal Defense and Education Fund. Funded by the Ford Foundation to monitor enforcement progress under federal law forbidding sex discrimination in education. 1029 Vermont Avenue, NW, Suite 800, Washington, D.C. 20005. Project Director: Holly Knox. Associate Director: Clelia Steele. Staff: Michael Busch, Ricardo Carbacho, Nancy Dayton, Robin Gordon, Lynda Weston.

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The recipient may not use a test or other criterion for admission which adversely affects any person on the basis of sex unless the test or criterion is shown to predict successful completion of the educational program, and unbiased alternatives are not available. Also prohibited are rules concerning parental, family, or marital status of students which make distinctions based on sex; discrimination because of pregnancy or related conditions; and asking an applicant's marital status. Recipients can ask an applicant's sex if the information is not used to discriminate.

The recipient must make comparable efforts to recruit members of each sex, except when special efforts to recruit members of one sex are needed to remedy the effects of past discrimination.

TREATMENT OF STUDENTS — § 86.31 - 86.42

General Coverage — § 86.31

Although some schools are exempt from coverage with regard to admissions, all schools must treat their admitted students without discrimination on the basis of sex. Briefly, the treatment of students section covers courses and extracurricular activities (including student organizations and competitive athletics), benefits, financial aid, facilities, housing, rules and regulations (including rules of appearance), and research. A student may not be limited in the enjoyment of any right, privilege, advantage or opportunity based on sex.

The regulation forbids a recipient to aid or perpetuate sex discrimination by providing "significant assistance" to any agency, organization or person which discriminates on the basis of sex in providing any aid, benefit or service to students or employees (with some exceptions, including the membership policies of social fraternities and sororities, Boy and Girl Scouts, YMCA and YWCA). (Significant assistance may include the provision of a facility or faculty sponsor.)

Housing and Facilities — § 86.32 and 86.33

Institutions may provide housing separately for men and women. However, housing for students of both sexes must be as a whole:

- proportionate in quantity to the number of students of that sex that apply for housing, and
- comparable in quality and cost to the student.

Institutions may not have different housing policies for students of each sex (for example, if a college allows men to live off campus, it must allow women too).

Toilets, locker rooms and shower facilities may be separated on the basis of sex, but these facilities must be comparable for students of both sexes.

Courses and other Educational Activities — § 86.34 and 86.35

Courses or other educational activities may not be provided separately on the basis of sex. An institution may not require or refuse participation in any course by any of its students on that basis. This includes physical education, industrial, business, vocational, technical, home economics, music, and adult education courses.

However, sex education is an exception: portions of elementary and secondary school classes dealing with human sexuality may be separated by sex.

In physical education classes, students may be separated by sex *within* coeducational classes when playing contact sports. Contact sports include wrestling, rugby, ice hockey, football, basketball, and any other sport "the purpose or major activity of which involves bodily contact."

Recipients must end single sex physical education classes "as expeditiously as possible," but elementary schools had until July 21, 1978, to comply fully. Secondary and post-secondary institutions must comply fully with this requirement by July 21, 1978.

Choruses may be based on vocal range or quality and may result in single-sex or predominantly single-sex choruses.

Local school districts may not, on the basis of sex, exclude any person from:

- any institution of vocational education;
- any other school or educational unit, unless the school district offers that person courses, services and facilities which are comparable to those offered in such schools, following the same policies and admission criteria.

Counseling — § 86.36

A recipient may not discriminate on the basis of sex in counseling or guiding students.

Whenever a school finds that a class has a disproportionate number of students of one sex, it must take whatever action is necessary to assure that sex bias in counseling or testing is not responsible.

A recipient may not use tests or other appraisal and counseling materials which use different materials for each sex or which permit or require different treatment for students of each sex. Exceptions can be made if different materials used for each sex cover the same occupations and they are essential to eliminate sex bias.

Schools must set up their own procedures to make certain that counseling and appraisal materials are not sex-biased. If a test does result in a substantially disproportionate number of students of one sex in a course of study or classification, the school must take action to ensure that bias in the test or its application is not causing the disproportion.

Student Financial Aid — § 86.37 and 86.31(c)

The regulation covers all forms of financial aid to students. Generally, a recipient may not, on the basis of sex:

- provide different amounts or types of assistance, limit eligibility, apply different criteria, or otherwise discriminate;
- assist through solicitation, listing, approval, provision of facilities, or other services any agency, organization or person which offers sex-biased student aid;
- employ students in a way that discriminates against one sex, or provide services to any other organization which does so.

There are exceptions for athletic scholarships and single-sex scholarships established by will or trust.

Athletic scholarships. An institution which awards athletic scholarships must provide "reasonable opportunities" for both sexes, in proportion to the number of students of each sex participating in interscholastic or intercollegiate athletics. Separate athletic scholarships for each sex may be offered in connection with separate male/female teams to the extent consistent with both the section on scholarships and the section on athletics (86.41).

Scholarships for study abroad. The regulation exempts discriminatory student assistance for study abroad (such as Rhodes Scholarships), provided that a recipient which administers or helps to administer the scholarship awards makes available similar opportunities for the other sex. (86.31(c)).

Single sex scholarships. An institution may administer or assist in the administration of scholarships and other forms of student financial aid whenever a will, trust, or bequest specifies that the aid can only go to one sex, as long as the overall effect of making sex-restricted awards is not discriminatory.

To ensure this, institutions must:

- select financial aid recipients on the basis of nondiscriminatory criteria, not the availability of sex-restricted scholarships;
- allocate sex-restricted awards to students already selected in such a fashion; and
- ensure that no student is denied an award because of the lack of a sex-restricted scholarship.

Student Health and Insurance Benefits — § 86.39

Student medical, hospital, accident or life insurance benefits, services, or plans may not discriminate on the basis of sex. This would not bar benefits or services which may be used by a different proportion of students of one sex than of the other, including family planning services.

Any school which provides full coverage health services must provide gynecological care.

Marital or Parental Status — § 86.40

The regulation bars any rule concerning a student's actual or potential parental, family, or marital status which makes distinctions based on sex.

A school may not discriminate against any student in its educational program, including any class or extracurricular activity, because of the student's pregnancy, childbirth, false pregnancy, miscarriage, or termination of pregnancy, unless the student requests voluntarily to participate in a different program or activity.

If a school does offer a voluntary, separate education program for pregnant students, the instructional program must be comparable to the regular instructional program.

A school may ask a pregnant student to have her physician certify her ability to stay in the regular education program only if it requires physician's certification for students with other physical or emotional conditions.

Recipients must treat disabilities related to pregnancy the same way as any other temporary disability in any medical or hospital benefit, service, plan or policy which they offer to students. Pregnancy must be treated as justification for a leave of absence for as long as the student's physician considers medically necessary. Following this leave, the student must be reinstated to her original status.

Athletics — § 86.41

General coverage. The regulation says that no person may be subjected to discrimination based on sex in any scholastic, intercollegiate, club or intramural athletics offered by a recipient of federal education aid.

Separate teams and contact sports. Separate teams for each sex are permissible in contact sports or where selection for teams is based on competitive skill. Contact sports include boxing, wrestling, rugby, ice hockey, football, basketball, and any other sport "the purpose or major activity of which involves bodily contact."

In *noncontact* sports, whenever a school has a team in a given sport for one sex only, and athletic opportunities for the other sex have been limited, members of both sexes must be allowed to try out for the team.

Equal opportunity. A school must provide equal athletic opportunity for both sexes. In determining whether athletic opportunities are equal, HEW will consider whether the selection of sports and levels of competition effectively accommodates the interests and abilities of members of both sexes. The Department will also consider (among other factors): facilities, equipment, supplies, game and practice schedules, travel and per diem allowances, coaching (including assignment and compensation of coaches), academic tutoring, housing, dining facilities, and publicity.

Equal expenditures are not required, but HEW "may consider the failure to provide necessary funds for teams for one sex in assessing equality of opportunity for members of each sex."

Adjustment period. Elementary schools must comply fully with the section covering athletics "as expeditiously as possible" but no later than July 21, 1976. Secondary and post-secondary institutions have until July 21, 1978, to comply fully.

Textbooks — § 86.42

The regulation does not require or abridge the use of particular textbooks or curriculum materials.

EMPLOYMENT — § 86.51 - 86.61

General Provisions — § 86.51 - 86.55

All employees in all institutions are covered, both full-time and part-time, except those in military schools, and those in religious schools to the extent compliance would be inconsistent with the controlling religious tenets.

In general, the regulation prohibits: discrimination based on sex in employment, recruitment, and hiring, whether full-time or part-time, under any education program or activity which receives or benefits from federal financial aid. It also bars an institution from entering into

union, employment agency, or fringe benefit agreements which subject individuals to discrimination.

An institution may not limit, segregate, or classify applicants or employees in any way which could adversely affect any applicant's or employee's employment opportunities or status because of sex.

The regulation prohibits sex discrimination in all aspects of employment, including employment criteria, advertising and recruitment, hiring and firing, promotion, tenure, pay, job assignments, training, leave, and fringe benefits.

If the institution is found to have practiced sex discrimination in recruitment or hiring, however, it must recruit members of the sex against which it has discriminated to overcome the effects of past discrimination.

Fringe benefits — § 86.56

Fringe benefit plans must provide *either* for equal periodic benefits for male and female employees *or* equal contributions for both sexes. Retirement plans may not establish different retirement ages for employees of each sex.

Marital status and pregnancy — § 86.57

An institution may not apply any employment policy concerning the potential marital, parental or family status of an employee or employment applicant which makes distinctions based on sex.

In addition, it may not have policies based on whether the employee or applicant is head of household or principal wage earner in the family.

An institution may not discriminate in employment on the basis of pregnancy or related conditions. A temporary disability resulting from these conditions must be treated as any other temporary disability for all job-related purposes, including leave, seniority, reinstatement and fringe benefits. If the employer has no temporary disability policy, pregnancy and related conditions must be considered a justification for leave without pay for a "reasonable" time period and the employee reinstated to her original or comparable status when she returns from leave.

Effect of state and local laws — § 86.58 and 86.6

The obligation to comply with this regulation is not precluded by any state or local laws.

ENFORCEMENT PROCESS — § 86.71*

In enforcing Title IX, the U.S. Department of Health, Education and Welfare will follow the procedures of Title VI of the Civil Rights Act of 1964. Under these procedures HEW conducts compliance reviews — broad-based investigations of school districts or universities initiated by HEW.

HEW must also investigate promptly complaints submitted by individuals or groups. Letters charging that discrimination has occurred may be sent to the Director, Office for Civil Rights, U.S. Department of HEW, 330 Independence Avenue, SW, Room 3256N, Washington, D.C. 20201 or to the Director of the Regional Office for Civil Rights responsible for enforcement in that state.

The Title IX procedures require educational institutions to keep records demonstrating whether they are complying with the law's requirements. Records must be available to HEW upon request.

Discrimination complaints must be filed with HEW within 180 days of the date of discrimination. If after this investigation, HEW finds that discrimination exists, it must try to achieve voluntary compliance by the institution. Failing this, HEW may then begin administrative hearings which could lead to termination of federal financial assistance.

HEW can also refer the matter to the Department of Justice for possible federal prosecution or to state or local authorities for action under state or local laws. Under the provisions for administrative hearings, recipient institutions (but not the complainant) are granted the right to counsel and the right to appeal.

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*The full text of these procedures appears at 45 CFR §§ 80.6 - 80.11 and 45 CFR Part 81. See also PL 94-482, § 407.

Reprints of this **Title IX Summary** may be requested from PEER. Single copies and small orders, free; bulk orders, $5 per 100 (prepaid if possible). Make check or money order payable to NOW LDEF-PEER. An order form for other PEER materials is also available. Write PEER, 1029 Vermont Ave., NW, Washington, D.C. 20005.

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DIRECTIVE

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
415 TWELFTH STREET, N.W.
WASHINGTON, D. C. 20004

DIRECTIVE
APPENDIX B

ORIGINATING OFFICE	NUMBER
Educational Programs and Services	512.1
	DATE
SUBJECT	February 10, 1978
Elimination of Sex Bias and Sex Stereotyping in Vocational Education	RECISION

Reference: Amendments of 1976, Public Law 94-482

The District of Columbia Public Schools affirm the commitment to the elimination of sex bias and stereotyping in vocational education. The school administration has established a Sex Equity Unit in the Division of Career Development Programs to monitor the implementation of the following regulations:

A. Curricula Areas - No student is to be denied equal opportunity for participation in any vocational program of the public schools on the basis of sex. Students of both sexes must be provided equal access to and equal opportunity for participating in any course offering of the school.

B. Textbook and Other Instructional Materials - Textbook committees should select those textbooks and materials which accurately protray in concept, content and illustration the roles, contributions, experiences and achievements of both males and females.

C. Guidance Counseling and Testing - Persons responsible for guidance, counseling and testing of students must insure that guidance, counseling and testing techniques do not discriminate on the basis of sex. Students must be provided freedom of choice and encouraged to pursue individualized courses of study - academic, vocational - that interest them, regardless of previous "male" or "female" labels. For example:

- Scholarship information must be made available to members of both sexes on a non-discriminatory basis.
- Students of one sex may not be arbitrarily assigned to certain courses of study (e.g., males into College Preparatory, females into Secretarial Science).
- Students of both sexes must be given equal access to career information.
- Those persons responsible for testing must make efforts to select and use only those standardized tests which attempt to eliminate sex-biased questions and which promote equality in testing materials.

D. Facilities - All school facilities must be available to females and males without discrimination on the basis of sex. However, facilities such as locker rooms, toilets and showers for males and females must be comparable.

APPENDIX C

THE DISTRICT OF COLUMBIA

MARION BARRY, JR.
Mayor

WASHINGTON, D.C. 20004

SEX EQUITY IN VOCATIONAL EDUCATION DAY

MAY 28, 1981

BY THE MAYOR OF THE DISTRICT OF COLUMBIA

A PROCLAMATION

WHEREAS, the D.C. Advisory Council on Sex Equity in Vocational Education has designated Thursday, May 28, 1981, as "Sex Equity in Vocational Education Day" to climax its year-long activities of raising the awareness of D.C. Public School students and personnel, parents and the community-at-large about Title IX and Sex Equity prohibiting sex discrimination in employment; and

WHEREAS, during this day, the Council will conduct an Outdoor Job Fair to demonstrate some non-traditional trades and to educate the general public; and

WHEREAS, the many career opportunities open for our children in non-traditional trades will be highlighted:

NOW, THEREFORE, I, THE MAYOR OF THE DISTRICT OF COLUMBIA, do hereby proclaim Thursday, May 28, 1981, as "SEX EQUITY IN VOCATIONAL EDUCATION DAY" in Washington, D.C., and call upon all of our residents to join with me in supporting the aims, goals and programs of our D.C. Advisory Council on Sex Equity in Vocational Education during this day and throughout the year for the benefit of all the people in our great city.

MARION BARRY, JR.
MAYOR
DISTRICT OF COLUMBIA

Information Bulletin
Communications Branch • Office of the Superintendent • 724-4044

June 12, 1981

SEX IS A GENDER -- NOT A JOB REQUIREMENT

An "Outdoor Job Fair" in Farragut Square Park on May 29 highlighted the year's activities of the Office of Sex Equity in Vocational Education. Promoting the title of this article as its theme, the fair displayed non-traditional trades and featured a female frame technician from the C&P Telephone Company, a female bus driver, a female electrician from the DC Apprenticeship Pilot Project, several women auto mechanics from Wider Opportunities for Women, and a female Metro police officer. Other guests included a male secretary, a male nurse, a female canine officer from the Metropolitan Police Department, and a female firefighter.

The DC Public Schools was represented by trade students from Phelps and Bell Career Development Centers.

Scores of downtowners took advantage of the clear, sunny day and mingled in the park, a favorite midtown lunch spot, to talk to those representing non-traditional trades. Men and women found themselves challenged by questions about why they chose to work in fields that have been identified with stereotyped sex roles, what salaries were available, and where to get more information.

The Job Fair was a first for the DC Sex Equity in Vocational Education Advisory Council, chaired by Edna Mills of the MM Washington Career Center. The council sought to inform Washington's general public of the increasing career opportunities in non-traditional work, and to explain Title IX and Title II of the US Elementary and Secondary Education Act, which prohibit discrimination on the basis of sex in jobs and job training.

Eunice Wright Jones, director of the Office of Sex Equity in Vocational Education, reports that the Outdoor Job Fair is portable and could be staged in several locations throughout the city during the 1981-82 school year, with the cooperation of student and parent groups.

Information about how you might make use of the Job Fair presentation can be obtained by calling Ms. Jones on 724-4218.

Board of Education of the District of Columbia • 415 12th Street, N.W. • Washington, D.C. 20004

THE D.C. SEX EQUITY in Vocational Education Advisory Council last Friday, May 29, held an outdoor career fair in Farragut Square. In photo above members of the sex equity team review some of the literature on display. From left are Dorothy Jordan, M.M. Washington Career Center; Cliff Brown, project coordinator; Eunice Wright Jones, director of Sex Equity in Vocational Education; and Ron Wildy, a teacher at Eastern High School. In center photo Harry Lee Green of Ball Career Center explains his upholstery techniques to a patron of the fair, and in bottom photo Octavia Mayfield of the D.C. Apprenticeship Program discusses her electric buzzer system with a patron.

Photos by Ron Cesar

THE WASHINGTON INFORMER

APPENDIX E

THE WASHINGTON AFRO-AMERICAN

Jobfair encourages non-tradition skills

Anyone visiting the Outdoor Job Fair recently at Farragut Square Park would have been amazed to see the three female auto mechanics tuning up a D.C. school bus. The event marked the third year of the Job Fair sponsored by the D.C. Sex Equity in Vocational Education Advisory Council.

The program encourages non-traditional skills training in the D.C. Public Schools. "Increasing public awareness of career options through non-traditional work is only a part of the very large responsibility taken on by the office of Sex Equity in Vocational Education," said Eunice Wright Jones, director.

Our thrust, she added, has been to promote the opportunities that already exist and to change attitudes toward certain kinds of trades.

The D.C. Public Schools offer through its eight Career Centers—Burdick, D.C. Skills Center, Phelps, Beil, M.M. Washington, Chamberlain, Armstrong and Penn Center—a wide variety of skills training programs in subjects as diverse as air conditioning and fashion technology. In addition there is the arts program offered by the Duke Ellington School of the Arts.

Encouraging young people to pursue careers in non-traditional trades is supported by the Office of Sex Equity and implemented by the Advisory Council comprised of staff members from the schools and community members.

Edna Mills, the Advisory Council chairperson, notes that the successful placements are evidence that business and industry attitudes are changing. Employers are slowly tending to hire on the basis of qualification rather than gender, she said.

The theme of the Job Fair was prominently displayed in the park by a huge banner reading: Sex is a Gender - Not a Job Requirement. Several hundred observers took advantage of the event . Participants included representatives from C & P Telephone Co., Metro, D.C. Public Schools, the D.C. Pre-Apprenticeship Pilot Project and Wider Opportunities for Women.

FOR MORE INFORMATION,

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